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**TÍTULO COMPLETO DEL TRABAJO: Developing Fluency and Accuracy among EFL students from a Communicative Language Teaching Perspective through the Implementation of an English Radio Program.**

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**Español**

**Inglés**

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Enfoque Comunicativo     | Communicative Approach6. |
| 2. Competencia Comunicativa | Communicative Competence |
| 3. Habla                    | Speaking                 |
| 4. Fluidez                  | Fluency                  |
| 5. Precisión                | Accuracy                 |
| 6. Programa Radial          | Radio Program            |

**RESUMEN DEL CONTENIDO:** (Máximo 250 palabras)

Este estudio de investigación fue realizado en la Corporación Educativa Amigos Instituto Amigos Jean Piaget, escuela privada en Florencia, Caquetá. Se desarrolló con un grupo de 19 estudiantes de secundaria pertenecientes a grados 9º, 10º y 11º y tuvo como objetivo mejorar el uso de la producción oral en inglés, por parte de los estudiantes. La investigación se basó en la implementación de un programa de radio en inglés y en algunas actividades comunicativas, enfocadas a mejorar la competencia comunicativa de los estudiantes y el desarrollo de las sub-habilidades del habla: fluidez y precisión. Observaciones, reflexiones escritas de las clases, grabaciones de audio, entrevistas en grupo y demás producciones de los estudiantes incluyendo el programa radial, fueron los instrumentos utilizados para la recolección de datos. El análisis se llevó a cabo a través del software científico Atlas Ti. Los resultados indicaron que la implementación tanto del programa radial como de las actividades comunicativas produjeron un impacto positivo en la fluidez y precisión de los estudiantes al hablar en Inglés.



**ABSTRACT:** (Máximo 250 palabras)

This action research study was conducted at Corporación Educativa Amigos Instituto Amigos Jean Piaget, a private school in Florencia Caquetá. It was developed with a group of 19 high school students from 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades, and aimed at improving students' use of spoken English. The research was based on the implementation of an English radio program and some communicative activities devoted to improve students' communicative competence and the development of fluency and accuracy. Observations, field notes, audio recordings, focus group sessions and students' artifacts, including the radio program, were the data collection instruments used. The analysis was carried out by using the scientific software Atlas Ti. Results indicated that the implementation of both, the radio program and the communicative activities yielded a positive impact on students' fluency and accuracy in spoken English.

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Developing Fluency and Accuracy Among EFL Students from a Communicative Language  
Teaching Perspective through the Implementation of an English Radio Program

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Submitted in Fulfillment of the Requirements for the Degree of Master in English Didactics

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### **Abstract**

This action research study was conducted at Corporación Educativa Amigos Instituto Jean Piaget, a private school in Florencia Caquetá. It was developed with a group of 19 high school students from 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades, and aimed at improving students' use of spoken English. The research was based on the implementation of an English radio program and some communicative activities devoted to improve students' communicative competence and the development of fluency and accuracy. Observations, field notes, audio recordings, focus group sessions and students' artifacts, including the radio program, were the data collection instruments used. The analysis was carried out by using the scientific software Atlas Ti. Results indicated that the implementation of both, the radio program and the communicative activities yielded a positive impact on students' fluency and accuracy in spoken English.

***Key Words:*** Communicative Approach, speaking, fluency, accuracy, radio program

### Resumen

Este estudio de investigación fue realizado en la Corporación Educativa Amigos Instituto Amigos Jean Piaget, escuela privada en Florencia, Caquetá. Se desarrolló con un grupo de 19 estudiantes de secundaria pertenecientes a grados 9º, 10º y 11º y tuvo como objetivo mejorar el uso de la producción oral en inglés, por parte de los estudiantes. La investigación se basó en la implementación de un programa de radio en inglés y en algunas actividades comunicativas, enfocadas a mejorar la competencia comunicativa de los estudiantes y el desarrollo de las sub-habilidades del habla: fluidez y precisión. Observaciones, reflexiones escritas de las clases, grabaciones de audio, entrevistas en grupo y demás producciones de los estudiantes incluyendo el programa radial, fueron los instrumentos utilizados para la recolección de datos. El análisis se llevó a cabo a través del software científico Atlas Ti. Los resultados indicaron que la implementación tanto del programa radial como de las actividades comunicativas produjeron un impacto positivo en la fluidez y precisión de los estudiantes al hablar en Inglés.

**Palabras claves:** Enfoque Comunicativo – producción oral, fluidez, precisión, programa radial

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### **Introduction**

This Action Research Study looks into students' spoken English at Corporación Educativa Amigos Instituto Jean Piaget, in Florencia-Caquetá. Based on evidence collected from classroom's observations, teacher's journals, institutional documents, and a survey we identified a lack of use of spoken English among students. For this reason, this research enquires how fluency and accuracy are developed among learners from a foreign language-learning context through the implementation of an English Radio Program. In this regard, we implemented a Radio Program in English as the pedagogical strategy to achieve our main objective, which was to analyze how fluency and accuracy are developed among EFL students from a communicative language teaching perspective through the implementation of an English radio program.

Considering the importance of a fluent communication among EFL learners, and bearing in mind the limitations our students had to express themselves, we focused this research on the development of their speaking skill in terms of fluency and accuracy. In this sense, we are convinced that when our students used English in an autonomous, spontaneous and conscious way for daily needs and common communicative situations faced in the classroom, their progress in their speaking skill could be more significant and meaningful. Doing a radio program in English, prepared by the students and broadcasted to the whole school, was a key activity in this study, as well as the teaching activities that were a complement to the radio program. As teacher researchers we found that the activities we designed and implemented had a positive impact on the students' fluency and accuracy development and that such impact helped them progress in the development of their speaking skill. Throughout the process, observations, field notes, focus

group sessions, audio recordings and students' artifacts, including the radio program, were used as the main research instruments for data collection.

This research includes five chapters: Chapter I entails the statement of the problem, research questions and objectives, related studies and, setting and rationale. Chapter II includes the theoretical constructs of this study. Chapter III addresses on the one hand, the Research Design that mentions the research approach, type of study, a description of the participants and the instruments to collect the data; and on the other hand, the Instructional Design that entails the description of the pedagogical intervention, instructional objectives, the theory of language and language learning, the methodological approach, the instructional phases and finally, a sample of a radio program as it was our pedagogical intervention. Chapter IV presents the data analysis and findings, and finally Chapter V, the conclusions and pedagogical implications.

## Chapter I

### Research Problem

#### Statement of the Problem

As teacher researchers we identified in our students a lack of use of spoken English in the classroom. We noticed that even though most of them were able to write, read, and listen, they seldom spoke English during the classes. We also observed that there were many students, who showed abilities that could enable them to communicate and interact using spoken English; however, they preferred to use Spanish instead. This was evidenced after some classroom observations, as well as it was recorded in our teacher's reflective journals as students expressed: "Yo no sé hablar en Inglés", "Hablar en Inglés es muy difícil", " No me gusta hablar en frente de la clase", "no hablo porque cometo mucho errores", and showed in a survey applied to the group of students. Factors such as anxiety, lack of confidence and nervousness when speaking in English, lack of exposure to speaking activities and consequently lack of practice in the classroom, were also mentioned by students when they were asked for their reasons for not participating in class. (See appendix E: Survey Analysis).

Additionally, it is relevant to remark that as this school has been recognized for having the highest score in the Pruebas Saber 11° in the region, teachers are asked to focus their attention on training the students for this test, leaving aside the development of other language abilities, like in this case, the speaking skill, as it is evidenced in the following excerpt "*Los profesores deben incluir dentro de sus planes de estudio una serie de actividades que se enfoquen en la preparación de los estudiantes para la presentación de la prueba saber 11. Revisar el módulo de saber pro Inglés para que lo tomen como referencia...*" (Orientación dada



por la coordinadora académica del instituto Jean Piaget; tomado de la pág. 3, relatoría acta de reunión área de Inglés. 19 de Enero 2016). Institutional document analyzed to support the statement of the problem. (See appendix F: Needs analysis report)

Based on this evidence, we deemed important to work on the development of students' fluency and accuracy through the implementation of an English radio program, where they were actively involved in its preparation and broadcasting. In this way, the radio program supported students' use of spoken English.

### **Research Question**

How are fluency and accuracy developed among EFL students from a communicative language teaching perspective through the implementation of an English Radio Program?

### **Research Objectives**

**General objective:** To analyze how fluency and accuracy are developed among EFL students from a communicative language teaching perspective through the implementation of an English radio program.

**Specific objectives:** a) To explore how students develop fluency and accuracy from a communicative language teaching perspective through the implementation of an English Radio Program and b) To describe the development of fluency and accuracy in EFL students' spoken English through the implementation of an English Radio Program.

### **Related Studies**

Engaging the students in the radio program represented for us a challenging idea. In this sense preparing and broadcasting the radio program at school was an innovative and valuable project to carry out. For doing so we relied on the following previous studies. Rodríguez (2009) carried out an Action Research study at San Agustín School, a public institution in Bogotá,

Colombia. This study used media as an alternative and a booster of the community's interests for literacy. It showed the process of secondary students in designing school newspapers, broadcasting radio shows and using ICTs in the classroom as a different, practical and innovative source of input and as a way for students to learn and communicate in the target language. This research focused on integrating media in and outside the classroom, as a powerful strategy that is tuned with technology, which is an aspect that has become very relevant in the last decades in Education. The author argued that a radio program entails a natural environment to foster communication and concluded that schools must provide these environments for students to build relations and interact with others while learning. This was achieved through the broadcasting of radio shows, where students had the opportunity not only to listen to others but also to be heard. It was an interesting means to listen to students' voices and to observe the motivation they showed going to the radio room, planning and doing the radio program. In our case, we also believed that through the radio program we would provide our students with a comfortable learning environment where they could use the language more naturally.

In the same line of thought, Lemos (2012) carried out an Action Research study with twelve eighth graders at La Chucua School in Bogotá, Colombia, to overcome students' frustration while developing classroom oral activities and to foster their confidence in oral production. A cooperative learning strategy was implemented where students had to help each other to improve their weaknesses to be able to participate in a radio show. To foster this confidence, students had to identify the reasons that made them feel unconfident when speaking and propose solutions for the problem they identified through reflection. Those problems, or better call weaknesses, were due to students' limited range of vocabulary and incorrect pronunciation. The results of the study indicated that the cooperative learning-based strategy helped the students build a secure

environment. According to the researcher, this was possible because students had a common goal to achieve, which was the production of the radio show. In order to achieve this goal, they worked together and helped each other. She further concluded that the participation of students in the online radio show allowed them to increase their confidence when speaking while using technology, which is an aspect close to students' lives and interests. In this regard, this study showed us that cooperative work is a significant strategy that facilitates students' learning. For this reason, during our intervention stage, we implemented group work with our students.

Likewise, Odera (2011) carried out a descriptive survey design study related to learning English by means of using the radio, in Kisumu district in Kenya. It was developed with 40 head teachers, 40 English teachers and 400 primary students. The findings pointed out that when students participate in radio language programs, they have the chance to increase their vocabulary range and better their pronunciation, as they listen to the radio presenters. Odera further stated that if this tool is wisely used, students will have a more meaningful and effective learning. The conclusions of this study suggested that students gained confidence after listening to radio programs, and consequently she recommended that all schools should listen to English radio programs.

Taking into account the results of the previous studies, we used the radio program as an innovative strategy to help our students improve their speaking skill and gain confidence. It involves technology, which is of students' likes and also gives students a space not only to talk but also to inform the school community about different topics that are of their interests (drugs, violence, ecology, sports, future careers and so on). In this sense, we firmly believe that implementing a radio program was a fruitful activity, which involved not only a single class but also the whole school community, in living the experience of using the English language beyond

the classroom. In this way, the use of spoken English became a more natural activity for the students at the school.

### **Setting**

This research study took place at a private school named Corporación Educativa Amigos Instituto Jean Piaget. The school is located in Bruselas neighborhood, in Florencia, Caquetá. The socio-strata of the neighborhood is low but the families of the students that attend the school belong to a medium-high socioeconomic stratum. It is important to mention that this is not a bilingual school, however, students receive English classes four days a week, with a total of eight hours. Students in the school are organized in groups according to their English language development, and based also on the time they have been in the institution. Additionally, this school has been recognized as having one of the highest scores in the *Prueba Saber 11°*, in the region. Thus, teachers have to work hard in training students for the exam in each one of the subjects and English is not the exception.

### **Rationale**

We consider that a successful English teaching process entails that students use the language for communicative purposes, which helps them interact with the world. For this reason, our objective in this study focused on improving the use of the English language in the classroom, as a way to reach the goal of having communicatively competent students, while taking advantage of the resources provided by the school, in this case, the radio station. We wanted to provide a learning environment where knowledge could be more significant and we considered that working on a radio program would give students a different learning experience, as they had to use the language to communicate in a more natural way.

Thus, it was also our aim to widen our view and identify those aspects that have an incidence on students' English language learning process and how to make this experience meaningful in students' daily life. This fact offered us an understanding of the impact that communicative activities can have on students' language learning. Similarly, throughout our research study, we were able to work on different activities that helped students use the language during the classes. Therefore, our experience can be taken into account by other schools and institutions to improve similar conditions. In other words, each new experience directed to improving educational issues will always represent a gain in knowledge about how the teaching and learning processes can be carried out.

## **Chapter II**

### **Literature Review**

In this chapter, we discuss the constructs of our study. First, we start by addressing the concepts of Communicative Approach and Communicative Competence that frame Speaking. Moreover, we describe the sub-skills accuracy and fluency, which we focused on in this research, and finally, we address the construct of the Radio in Education, since the radio program was the pedagogical strategy underlying this study.

#### **Communicative Approach**

It is widely known that language teaching in the past was focused on the grammar-translation method. Thus, learning a language was a matter of memorizing words and grammatical rules to understand and manipulate the morphology and syntax of the foreign language (Richards & Rodgers, 1986). From this perspective, what teachers did in the classrooms was providing students with long list of words to be memorized and translated, and also with clear explanations of how the target language worked. This was done with a still nowadays over use of the L1 in the classrooms. According to Stern, (as cited in Richards et al., 1986) in the grammar-translation method “the first language is maintained as the reference system in the acquisition of the second language” (p. 3). In addition to this, the audio-lingual method was also highly used in language teaching. This method was focused primarily on listening and speaking but not in a communicative, natural and spontaneous way, but speaking seen as repetition or drills memorized in dialogues.

As a reaction to these two methods previously mentioned, the Communicative Approach emerged. Its main premise is that language learning occurs when learners are involved in real communication; that is to say, communication with real purposes. With this in mind, we can say

that the Communicative Approach is based on the idea that learning a language takes place when having to communicate real meaning in a real context. Thus, when learners are involved in real communication, their natural strategies for language acquisition are put into practice, and this will allow them to learn to use the language.

According to Richards & Rodgers (2014) The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes referred to as "*communicative competence*". These authors go on to say that Hymes coined this term to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by other conditions. As a result of this conception, Hymes (as cited in Richards et al. 2014) argued that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. His theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent, in a speech community. In Hymes' view, a person who acquires communicative competence acquires both, knowledge and ability for the use of the language.

**Communicative competence.** Some years ago, it was assumed that learners only needed to have a mastery of the linguistic competence to be able to communicate successfully. As time passed, the contributions of some scholars (Hymes, 1972), (Canale & Swain, 1980), (Celce-Murcia, Doryei, & Thurrell, 1995) (Celce-Murcia, 2007) showed that this competence was not the only competence required to be a competent user of the target language. They evidenced that learners not only need phonological, lexical, morphological and syntactic knowledge but also

need to have knowledge of the context, the people and the culture where the language is being used, to know when to start or end a conversation, in what ways, with what expressions and behaviors, and bearing in mind how to face communication breakdowns satisfactorily to achieve and build meaning. Hence, the idea of Communicative Competence, in short, suggests that learners develop linguistic, sociolinguistic, discourse and strategic competences, which make us able to communicate successfully.

In this study, we address Communicative Competence from Celce Murcia's (2007) notion. She proposes that the core of the Communicative Competence is the *Discourse competence* and that *Linguistic competence*, *Sociolinguistic competence*, *Formulaic competence*, and *Interactional competence* interact all the time to shape the *Discourse competence*. In the outer circle of her model (as shown in fig 1), we find *Strategic competence*, which for Celce Murcia, (2007) "allows a skilled interlocutor to negotiate meanings; resolve ambiguities, and to compensate for deficiencies in any of the other competences" (p. 44).

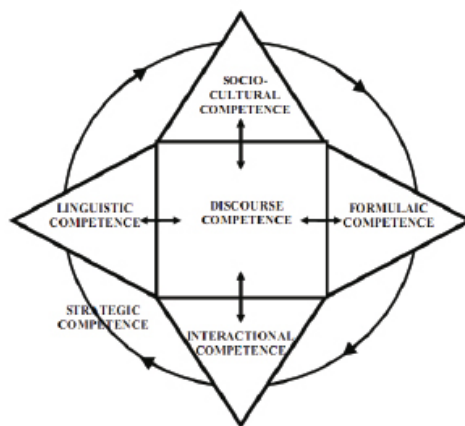


Fig. 1 Celce-Murcia (2007) - Model of Communicative Competence.

In this regard, Celce Murcia (2007) makes some declarations to consider: First, if the goal of a language course is to achieve Communicative Competence in its students, it is a must to



enclose the process from linguistics, cultural and sociolinguistics perspectives. Second, aspects such as the structure of the language should be presented through contextualized discourse. And third, learning tasks should be interactive to foster learners' communication. Consequently, Celce Murcia (2007) states that "Education should rethink the kind of cultural content that language teaching uses as a means to facilitate the acquisition of Communicative Competence: content which would logically be reflected in the teaching materials and course books designed to facilitate the teaching-learning process" (p.51).

**Speaking.** When learning a foreign language, it is essential to develop all the four macro-skills (listening, speaking, reading and writing) in order to be a competent user of the target language. During this process of learning, there are undoubtedly some skills that are less or more developed than others, due to different external and internal factors of the learner, the way how teaching is conceived and thus delivered by teachers in the classrooms, and the context itself. Among those skills scarcely developed in EFL classrooms, one can find the speaking skill. According to Burns and Joyce (as cited in Cunningham, 1999), speaking is an "interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, their experiences, the environments, and the purposes for speaking" (p. 1). For Chaney (as cited in Solcová, 2011) speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 17). From these two definitions, it can be stated that interaction and context are key points in speaking. Consequently, for the current study speaking is a social act as it involves interaction among individuals who are placed in a specific context, thus, these individuals need to have a deep understanding of the context in which the language is used, in order to know how to use the

language appropriately to achieve communication and avoid socio-cultural and linguistic misunderstandings.

***Functions of speaking.*** When speakers engage in a conversation, the communicative act takes place within two types of functions depending on the context and the purpose. Those functions are distinguished by Brown and Yule (1983) as *transactional* and *interactional*. In this regard, *transactional* speaking has the function of transacting goods and services; in this sense, the language is used to get something done (booking a room, buying a ticket) or exchanging information (looking for an address, asking for the time). According to Nunan, (as cited in Torkey, 2006), “Language serving this purpose is “message” oriented rather than “listener” oriented” (p. 37). This suggests that the focus is on getting clear information of what is being asked. On the contrary, *interactional* speaking has the function of establishing and maintaining relationships among individuals. Samples of *interactional* speaking for Torkey (2006) are greetings, small talks and compliments. Having this clear, it is relevant to point out that both types of functions are presented in everyday discourse, and sometimes intertwined at the same time; therefore, it is strongly suggested to carry out speaking activities that involve both. In fact, Brazil (as cited in Torkey, 2006) asserts that the combination between transactional and interactional speaking “helps to ease the transactional tasks by keeping good social relationships with others” (p. 38).

***Factors influencing speaking.*** It is very common to hear EFL students complaining about the difficulty of the speaking skill; in fact, many argue that it is the most difficult skill to develop. In this regard, Mackey (as cited in Houhou, 2013) claims that “speaking is the most complex of linguistic skills, since it involves thinking of what is to be said while saying what has been thought” (p. 5). Similarly, Burns (2012) states that “learning to speak in another language is

a challenging undertaking” (p.166). This stance can be truly considered, as there are many issues involved in the development of this skill. One of those issues is the lack of opportunities to use the language in the classroom. For Thornbury (2005) “shortage of opportunities for *practice* is identified as an important contributing factor to speaking failure” (p. 28) .

In like manner, *affective factors* also play a significant role in speaking. They are understood as the feelings the learner experiences while performing a task that involves any language skill but that are more notorious in oral performance. In this way, the role of affective factors in the learning process is decisive, as they influence positive and negative behaviors that can be either motors for progress, or barriers that impede the achievement of goals. Tasnimi (2009) highlights the fact that affective factors can determine the failure or success of the learning process. She affirms “negative attitudes can reduce learners’ motivation and harm language learning, while positive attitudes can do the reverse” (p. 117). Equally important, factors such as *age* or *maturational constraints* (brain plasticity, fossilization), *aural medium*, and *sociocultural factors* have to be carefully tackled in the development of the speaking skill. (Shumin, 1997)

Additionally, Brown (2000) lists a set of characteristics to take into account when producing speech, these set of characteristics are very likely to influence the learner to conceive speaking as a difficult skill. These characteristics are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation, and interaction. In the same line of thought, Thornbury (2005) highlights the fact that speaking takes place in real time, which can generate certain pressure in the learner as this feature of speaking does not allow the learner to think in advance what to say. It requires from him/her to process the information immediately in order to produce speech.

**Speaking in the English classroom.** Over the last decades, English has gained a lot of importance globally. In fact, Torkey (2006) says that it has become the language used for “communication, science, commerce, advertising, diplomacy and transmitting advanced technology” (p. 13). Based on the previous statement, it is commonly said that speaking English allows a person to have access to the world. Undoubtedly, these are strong reasons for a person to learn English nowadays. To do this, it is important to develop all the four skills; however, for the majority of EFL learners, the speaking skill is regarded as the most important. Indeed, Richards & Renandya (2002) claim that “a large percentage of the world’s language learners study English in order to develop proficiency in speaking” (p. 201). Thus, it can be said that, learners consider speaking a crucial skill in the process of mastering the target language. Likewise, Nunan and Burkart & Sheppard (as cited in Torkey, 2006) claim that “success in learning a language is measured in terms of the ability to carry out a conversation in the target language” (p. 14).

After having noticed the important status that English has nowadays, it is significant to foster the speaking skill in EFL learners; to do this, Nunan (as cited in Solcová, 2011) suggests some relevant features to be developed by teachers in the teaching of speaking. Thus, learners must be able to produce the English speech sounds and patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses.

After having discussed the Communicative Approach and Competence that frame Speaking, we now address accuracy and fluency as the sub-skills we focused on, in this study.

### **Accuracy and Fluency**

In this research study accuracy and fluency are referred to as two sub-skills of the spoken language. According to Thornbury (2000), accuracy refers to intelligible output and precision when applying the language system, and fluency is understood as automatic language or automatization of the language system. Based on this, the author states that the ideal would be for learners to find a balance between these two, in order to tackle the pressure that usually takes place at the moment of speaking.

Additionally, this author affirms, “accuracy is judged by the extent to which the learner’s output matches some external standards, traditionally the output of an idealized native speaker” (p. 3). In this regard, he points out that accuracy is commonly assessed in learners’ spoken performance in terms of grammar, vocabulary and pronunciation. In the same line of thought, Bartram and Walton (as cited in Chang, 2008) affirm that accuracy refers to “utterances as near as to a native speaker’s as possible” (p. 21). Similarly, they suggest that accuracy is also assessed in learner’s utterances taking into account the aspects of grammar, vocabulary and pronunciation. In contrast, Skehan (1996) gives another definition. He identifies accuracy as concerned with “a learner’s capacity to handle whatever level of interlanguage complexity he/she has currently attained” (p. 46). Based on this account, a learner who is trying to produce language that is more accurate is looking to control the linguistic elements that he or she has already learned. Having explained this, in our study, accuracy embraces the correctness of aspects of grammar and vocabulary in spoken English and excludes the aspect of pronunciation, considering that today, English is seen as an international language and therefore there are different variations of English in terms of pronunciation or what is referred to as different “Englishes” around the world (Thornbury, 2000).

In regards to fluency, Hedge (2000) defines it as “the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation” (p. 7). Skehan (as cited in Thornbury, 2000) also supports this idea and conceives fluency as the learner’s capacity to produce language in real time without undue pausing or hesitation” (p.3). From these two definitions, we can affirm that fluency has to do with speaking at ease, facing real time communication. The focus is on transmitting the message, rather than on the accuracy of the linguistic elements when speaking. However, Thornbury (2000) claims that fluency is not only about conveying message, but also about a balance between “the demands of real time processing and the need to be reasonably accurate” (p.4). This idea had already been brought to light by Nation (as cited in Duque, 2014). For Nation, fluency entails “the speaker’s ability to integrate previously met language into purposeful communication” (p.30). It implies being able to articulate previous knowledge to make use of appropriate language in order to transmit the message successfully.

When talking about fluency, one commonly associates it with speed when speaking, thus, the fastest you speak the more fluent you sound. However, Thornbury argues that pauses are also important. He claims that pauses may not always be synonym of struggling in one’s repertoire (although frequent pauses in one’s speech are) but indicators that learners are processing language and making connections, in order to know what to say to their interlocutors. By the same token, Chambers, Oliveira, Packhomov & Schilperoord (as cited in Duque, 2014) argue that pauses show the natural speech process that the learners undergo to communicate. Likewise, Thornbury, in one of his books, lists some features of fluency like the pauses that may be long but not frequent, because if they are frequent then they are a clear sign of lack of fluency in the speaker’s oral production. Another feature is that pauses are usually filled with fillers such as *uh*

*um*, vagueness expressions such as *sort of– I mean* and repetition of words. According to the author, these features are also known as production strategies, which the learner uses to gain time to reformulate his ideas. Another feature of fluency is that pauses occur at meaningful transition points; in other words, “they occur at the intersection of clauses, or after groups of words that form a meaningful unit” (Thornbury 2005, p.7). As a final feature, he states that there are long runs of syllables and words between pauses. This implies that the more words the person utters before pausing, the more fluent he/she will sound. Additionally, Thornbury highlights the importance of prefabricated chunks or expressions in one’s repertoire, as they also help a person sound more fluent. This idea is based on studies carried out with people who are abnormally fluent such as auctioneers or horse-race commenters. In those studies, it was found that those people were very fluent, in part because they used expressions that they had already memorized after constantly using them.

Taking the above into account, for our study, fluency is expected to be reflected in the students’ ability to express their ideas successfully and at ease, while making use of the production strategies suggested by Thornbury, since they are normal features of the process students undergo to be fluent in a second language.

### **The Radio in Education**

The radio has been used for educational purposes since its beginning in the early 1920’s (Grise, 1974). The use of the radio to counterbalance educational problems in the world is not a new concept, by any means. According to Butcher (2003) the radio has been used in Education ever since it became available. In the same vein, Pennycuick (1998) of the Center for International Education at the University of Sussex, states that interactive radio instruction is characterized by highly coordinated instructional materials and delivery strategies, and includes

elements of active participation on the part of the students. He goes on to say that interactive radio instruction is effective in learning and that teachers are always enthusiastic about it.

In addition to direct instruction, in and out of the classroom, the radio has been used to provide supplementary material, aid in motivating students, and increase community awareness and involvement. According to Grise (1974) the importance of the radio as an instructional medium was previously pointed out in the 1967 European Broadcasting Union's International Conference on Educational Radio and Television. The more than 600-page final report, discussed the applications of instructional radio format and its implication, showing a good impact in school settings.

Moreover, Fisk & Lazarfeld (1945) introduced the work of the Office of Radio Research, a division of the Bureau of Applied Social Research in Columbia University. They also illustrated the interrelationship of the radio and other fields of communication research. The office conducted research on the roles of the radio from the standpoint of the educator, psychologist, and sociologist and special attention was directed to the techniques of radio research since then.

Likewise, Grise (1974) also points out that The United Nations Educational, Science and Cultural Organization, UNESCO (hereafter) has been interested in investigating the use of radio in developing countries. In this way, the author reports that in a study of radio and television carried out in Asia, it was concluded that the radio “can be an instrument to promote social and economic development, and expand the educational systems of less developed countries” (p. 10). Additionally, Grise (1974) also highlights the fact that UNESCO has supported studies of cultural radio broadcasts as a way to popularize knowledge and attract more audience.



As it can be evidenced, the radio has had a great impact on society throughout time. Studies carried out in education, have shown that it has been a highly effective instructional device. Additionally, the radio has also been acknowledged as a great tool to promote community development projects and as motivational aid (Grise, 1974). Taking into account all the contributions that the radio has had, a radio program was the main pedagogical strategy we used to achieve the objectives set in this study.

### Chapter III

#### Methodological Design

This chapter presents on the one hand, the Research Design, which includes the approach and the type of study, as well as the description of the participants and the instruments for data collection. On the other hand, the Instructional Design which entails a description of the pedagogical intervention, its objectives, the theory of language and language learning, the methodological approach underlying our pedagogical intervention, the instructional stages and finally a sample of the pedagogical strategy.

#### Research Design

**Approach.** This research study followed a *Qualitative research approach*, which according to Pongratz and Hedges (2010), is non-experimental and investigators commonly explore and describe a particular situation presented in a specific population. This approach differs from the Quantitative research approach, which is also highly used in research. In the latter, one or more variables are controlled and the effect produced on them is established as well as it is understood in statistically terms. In contrast, qualitative studies seek to understand an issue from the perspectives of the target population that it encompasses. We followed this type of research approach since it attempts to explain and describe how people experience a specific situation that is under study, and looks into the human side of the individual to get to know opinions, beliefs, behaviors and relationships that influence the learning process. In this way, this approach was suitable for our study since it allowed us to describe the process that our students underwent to develop fluency and accuracy, while going deeper into their opinions and analyzing their performance.

**Type of study.** Within Qualitative research there are some different approaches to study phenomena in a variety of sceneries. Every time involving a particular target population and a determined purpose; these approaches are consciously used to go through particular research issues. In our case, we chose Action Research as the type of study that framed our research. It is a reflective process that has to be carried out with the intention of solving or improving a problematic situation, in a particular context. Burns (2015) defines Action Research as “a continuing process of action and reflection that usually takes a teacher researcher in new directions” (p. 6). From this, it can be stated that Action Research allows teachers to improve the effectiveness of their teaching practices and consequently maximizes students’ learning potential.

***Cycles of Action Research.*** In the need of taking action to change a problematic reality, Action Research allowed us to be teachers and researchers at the same time. In this way, we could act and reflect upon our own experiences to find ways to solve, change and/or modify the situation that concerned us. In our particular case, in this action research study, we went through two cycles of action that involved: observing, planning, acting, and reflecting. Below we describe the two cycles we followed in our study.

***First cycle - Beginning.*** This cycle began with the first observations of the English classes. After the classes, as teacher researchers we took some notes about important or interesting facts related to students’ behavior, production and participation in the classes. Then, we revised the notes and reflections which helped us identify the lack of use of spoken English by the students in the classroom. At this point, we also took into consideration a survey we had applied to our students (see appendix E) and the analysis of some institutional documents (see appendix F).

In this sense, we focused our attention on finding ways to help students be better in the use of spoken English, by providing them with a comfortable learning environment that involved speaking in English as a more natural practice. In this regard, we decided to plan the implementation of an English radio program to treat the particular situation and tackle the possible causes of it.

Thus, we decided to implement this plan by engaging the students in the process of preparing, recording and broadcasting a radio program. To do this, we worked on the implementation of different communicative activities that had to do with the preparation and broadcasting of the radio program. With these activities we stated some pedagogical objectives that helped us achieve our general objective, which was to analyze how fluency and accuracy are developed among EFL students from a communicative language teaching perspective, through the implementation of an English radio program. At the end of this cycle and after broadcasting the first radio program, we conducted a focus group interview with students, which yielded important information about students' perceptions in regard to our pedagogical intervention. The students mentioned that they had noticed a gradual improvement when speaking in English, and highlighted the fact that the different communicative activities they were involved with, had an incidence in their improvement.

*Second cycle.* Again and simultaneously with the action stage, we made observations and reflections on the students' performance while preparing and broadcasting the program and of their communicative performance during the classes. First of all, the students seemed to like the radio program; they were actively involved in all the class activities and they tried their best when speaking in English. They also liked listening to themselves in the recordings, so this was taken as an exercise for them to practice. Furthermore, as researchers, we concluded that the

preference for using English during the classes was growing, since students were not only answering teachers' questions but participating, exchanging information and expressing their personal ideas in a more natural way during the class activities, including the radio program.

In addition to this, we also analyzed the transcriptions of students' productions and interactions, to identify their progress. Based on these reflections, we identified some aspects like the use of English in the classes and the new roles students had to face when conducting class activities and broadcasting the radio program. We considered these of great relevance in the process of developing fluency and accuracy and this was more evident during the second cycle, when students broadcasted the last radio program.

At this point, a focus group interview was conducted once again. We identified that students were more willing to participate and share how they experienced the radio program. They told us that they perceived they were more fluent in their speech. Additionally, they mentioned that being involved in communicative activities that were of their interests, provided them with a more meaningful and natural learning environment. They also concluded that they had learned more vocabulary and that speaking in English most of the time, helped them to be more aware of the language, and how they used it, in terms of choosing the right words to be more accurate when speaking in English.

*Concluding part.* As the Action Research cycle indicates, the observations and reflections allowed us to realize the effectiveness of our pedagogical intervention and to evidence the expected results. The analysis of the data gathered (the transcripts of students' artifacts, our field notes, class observations, audio recordings and the focus groups) was done through the software Atlas. Ti, which will be described in detail in the next chapter.

**Participants.** The participants of this study were a group of 19 students and two teacher researchers.

**Students.** The group of students, which was the focus of this study, was conformed by 19 students from 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades, male and female, between the ages of 14 and 16. This group is called the A2 group because in this school all of the students from 5<sup>th</sup> to 11<sup>th</sup> are enrolled in particular groups according to their English level. This group is mostly teacher's dependent when working in class.

**Teacher researchers.** The two researchers involved in this study are student teachers from the MA programme in English Didactics at Universidad Surcolombiana (Neiva, Huila). One of them has been working with the school where this study took place and both have more than 3 years of experience teaching English to primary and secondary students.

**Instruments for data collection.** The instruments for collecting information are essential methods used to identify and record data that help us answer the research question. Among the most common instruments for data collection in qualitative research are: observations, interviews, questionnaires, surveys, diaries, journals, and focus groups. In this study, students' artifacts, field notes, focus group and audio recordings were used at different stages to gather the necessary information.

**Artifacts.** The principal data collection instrument of this study was students' artifacts (e.g. students' products derived from class activities). The term *artifact* in education refers to "lesson plans, teacher assignments, assessments, scoring rubrics, and student work" (Goe, Bell, & Little, 2008, p. 28). In this particular research, artifacts were the results of students' work when developing different kind of activities like games, poster sessions, oral presentations, debates, the radio program and some others. These activities allowed us to obtain data on first

hand regarding the process that students underwent when developing fluency and accuracy in their spoken English.

**Field notes.** Hopkins (2008) defines *field notes* as “a way of reporting observations, reflections and reactions to classrooms problems” (p. 103). The author further states that field notes can be issue-oriented as long as the observations are focused on keeping a record on a particular aspect in the classroom. *Field notes*, was an important instrument for this research because it provided the teacher researchers with first hand information about students’ development of fluency and accuracy. In this way, field notes were focused on reporting information about students’ oral performance and the way how students responded to the tasks that they carried out to develop these sub-skills.

**Focus group.** Marshall & Rossman (2006) defines *focus group* as a qualitative research instrument very useful for Action Research. “It is usually composed of 7 to 10 individuals who share certain characteristics relevant to the study’s questions. The interviewer creates a supportive environment, asking focused questions to encourage discussion and the expression of different opinions and points of view” (p. 114).

This instrument was important in our research because it provided information upon students’ perceptions about their own development of the speaking skill. In this case, the teacher researchers had the opportunity to hear students’ voices not just their own. Additionally, this type of instrument helped the researchers have a deeper understanding of the way how students experienced and conceived the learning process, when listening to a group of people who might or might not share the same opinions.

**Audio recordings.** Thissen, Sattaluri, McFarlane, & Biemer (2008) define audio recordings as “a tool to capture voices for later review which improved convenience for

interviewing” (p. 1). In the same vein, Markle, West, & Rich (2011) state that “audio recording is a great tool that can be taken directly into the field, which allows researchers to make transcription to analyze, interpret, and report participants' own words” (p. 8).

Audio recording was an important instrument for our research because it provided detailed information about students' development of fluency and accuracy in relationship to the speaking skill. Therefore, through this instrument the researchers focused their attention on noticing the features of students' oral performance in regards to fluency and accuracy and the way in which students responded to the tasks to develop the aspects of the spoken language previously mentioned.

### **Instructional Design**

Engaging the students in the radio program was our aim during the development of this research study. We highlighted the idea of learning from interaction, thus the different class activities based on a communicative language teaching perspective, provided students with this opportunity, while participating in the process of preparing and broadcasting the radio program.

This instructional design deals with the description of our pedagogical intervention, instructional objectives, the theory of language and language learning and the methodological approach underlying this pedagogical intervention. It also presents the instructional phases we planned and went through, and a sample of the pedagogical intervention, which was the radio program.

**Pedagogical intervention.** As a main strategy in this research study, the making and broadcasting of a radio program stood as an opportunity that allowed the students to improve their speaking skill, realize what they could achieve and start changing their negative perceptions and sometimes fear of speaking in English.



The radio program was a 30 minutes recording that was broadcasted twice. It included 6 sections and some English songs chosen by the students to be played between the sections. The sections were:

*The Introduction* was a greeting passage in order to introduce the program and the first song to be played. In this part the students gave a brief description of what the program would be about.

*The Songs* were the most interesting part for the majority of the students. The purpose was to give all the students the same opportunities to choose a song and play it in the radio. The students gave a short introduction to the song, as talking about the singer and some interesting facts about the song and the band.

*Today in History* was the third section in the program. In this part, the students recorded some important events that happened in previous years on the same day and month the program was being broadcasted. Then, the students chose some of those events from websites on the Internet to collect the information and record it.

*News*, in this section the students presented news related to the school, as well as local, national and international relevant information.

*Did you know that...* was the name of another section. This part dealt with funny, curious or amazing facts that people do not usually know.

*Farewell* was the last section of the program. At this point, students thanked the audience, invited the people to listen to the program again and said goodbye.

It is necessary to clarify that the radio program was not broadcasted live but pre-recorded. The program was composed of a series of sections, which were proposed, by both students and teachers, regarding common radio sections and interesting activities. Those sections were

assigned to the students during the English classes some weeks before the recording day, so that they could have time to look for the information on the Internet or any other source that could help them. The information that the students brought to classes was revised during the class activities to make possible corrections and have suitable and well-elaborated scripts for the recording.

The recording of the radio program took place one day every four weeks. This activity was developed during the class time, in order to get massive and more responsible participation in the process of recording. A quiet place in the school was chosen to make these recordings (an audiovisual room). We divided the students in two groups, so that each group could record. We used a computer laptop and a power sound editor free to record and edit the radio programs. These were then broadcasted in the cafeteria, during the lunch break, to take advantage of this time when most of the students were together.

**Instructional objectives.**

*General:* To better the use of spoken English among a group of EFL learners while participating in an English radio program.

*Specifics:* a) To involve students in the planning and broadcasting process of a radio program by integrating different skills through communicative classroom activities and b) To expose students to communicative activities focused on developing fluency and accuracy to enhance the use of spoken English. c) To assess the incidence that an English radio program has on the development of students' fluency and accuracy.

**Theory of language and language learning.** It is widely known that language learning in the past was focused on the grammar-translation method. Thus, learning a language was a matter of memorizing words and grammatical rules in order to understand and manipulate the

morphology and syntax of the foreign language (Richards et al., 1986). As time passed, this conception of language learning changed and a call for a more experiential vision of language learning emerged. This vision of learning seen as an experiential process underpins this research study. It has as its main premise learning by doing, where the learner is able to link previous knowledge and past experiences to new ones, and in this way, enhance new learning.

Kolb (as cited in Kolb, Boyatzis, & Mainemelis, 1999) defines learning from an experiential learning perspective as “The process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (p. 2). In the field of Second Language Acquisition, experiential learning according to Tudor (2001) implies exposing the learner to direct encounters with the target language for communicative purposes; encounters which will constitute direct experience of the target language as basis for learning. Additionally, Tudor (2001) brings forward five principles of experiential learning, which are *message focus, holistic practice, the use of authentic materials, communication strategies, and collaborative modes of learning*. In this way, experiential learning entails that the learning activities should be focused on meaning rather than form, while manipulating the language as a whole, not separated in small units, which lead to holistic practice. In addition to this, the use of authentic materials as a vital source of input is of great importance, as it portrays the way how the language is used in the real world. Likewise, as experiential learning involves using the language for communicative purposes, it requires developing in the learner communication strategies to avoid communication breakdowns and therefore achieve meaning and convey messages successfully. Additionally, a collaborative mode of learning implies learning with and from others, as learning is conceived as a social act that takes place in collaboration.

Similarly, Knutson (2003) states that “experiential learning builds on the principle that language learning is facilitated when students are cooperatively involved in working on a project or task, and when it includes the phases of exposure, participation, internalization and dissemination” (p. 56). It clearly implies that experience is barely the first step in the learning process and that to learn from experience the learner has to go through some phases for learning to take place.

**Methodological approach underlying the pedagogical intervention.** Communicative Language Teaching (CLT, hereafter) was the approach that supported our pedagogical intervention, which established the principles we took into account when designing and implementing the classroom activities for our intervention. CLT emerged as a shift in methodology, at a time when behavioral and deductive approaches to language teaching were prevalent; in a period when learning a language was a matter of habit formation, memorization and drills. Hence, this change in the conception of language teaching caused among teachers a worrisome feeling that influenced them to start changing the traditional ways in which they based their methodology. Consequently, a call for a more communicative approach was at the core of language teaching.

According to Brandl (2008) CLT “is based on the theory that the primary function of language use is communication” (p. 5). For this reason, CLT has its core the development of the Communicative Competence, which is framed within a communicative syllabus and methodology (Richards, 2006). In this regard, Richards (2006) provides a wider scope to this term and affirms that CLT can be understood as “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

In regard to the goals of CLT, Richards (2006) asserts that Communicative Competence is its main goal. For this author, it is understood as the capacity to use the language for meaningful communication. Additionally, he stresses the issue of how learners learn. Thus, aspects such as the role of interaction, collaborative creation and negotiation of meaning, feedback and input are involved in the process of how learners learn a language, leaving aside the traditional view of learning as a mechanical process. Regarding the type of activities for learning, Richards suggests that the ones that best facilitate learning are role plays, group work and project work. In this sense, CLT fosters a change from traditional controlled practice activities towards more interactive and communicative ones.

In this sense, the principles underlying this approach were reflected in our pedagogical strategy as students had to be part of communicative activities that involved collaborative work, such as pair and group work, to prepare them to broadcast the radio program. Thus, we based this decision on the fact that collaboration allowed our students to interact, agree and disagree, to negotiate meaning, as these are aspects, which need to be present for meaningful communication. In this regard, learning in our pedagogical strategy, was conceived as a process that took place in collaboration with others and not exclusively as an individual act.

All of the above mentioned, implies that the role of the teacher and learner also need to change. In relation to this, the author asseverates that under a CLT approach, the teacher is seen as a facilitator and monitor rather than as the only provider of correct speech, since students are also capable of being sources of input. In this way, the students' role is also challenged, as they have to take more responsibility of their own learning; it is not only a matter of the teachers' responsibility anymore. In reference to this, in our pedagogical strategy, the teachers were a guide that provided students with the support needed to carry out the activities that learners had

to accomplish; in this way, teachers assigned students some responsibilities, which fostered students' autonomy as they were in charge of looking for the information needed for each section of the radio program and also for other activities that took place in the classroom. This fact allowed us to see our students as very capable beings in charge of their own learning.

As a final remark, Richards (2006) points out some core assumptions in CLT nowadays. In general terms, he suggests that interaction through communication is a key aspect for language learning to take place, as well as collaboration among learners. Additionally, students should be exposed to information that is of their interest, so that it can be relevant for them, and in that way, enhance meaningful communication. As it was already mentioned, collaboration and interaction were key aspects in the development of our pedagogical strategy. Likewise, students' interests, as they were the ones who chose and looked for the information they wanted to share with their peers in class and with the school community through the radio program.

Similarly, the author highlights that the use of communication strategies is an aspect of high importance in language learning. Last but not least, the role of the teacher is of high relevance, as he/she should provide spaces where students not only use and practice the language but also is aware of how the students use that language, and with what purposes, while noticing at the same time the process they undergo in learning the language.

**Instructional phases.** This section corresponds to the introduction of the two cycles of Action Research that were part of our intervention stage, with a description of the activities planned, as well as the objectives stated for each activity. They were eight activities in total, which were divided into the two cycles.

Figure 1, illustrates in the first column the eight weeks needed to implement the action plan in the two cycles of Action Research, the second column shows the terminal objectives set

for each week, the third column presents the data that we gathered from each activity, and the fourth one introduces the type of activity selected for carrying out the tasks.

WEEK	PEDAGOGICAL/TERMINAL OBJECTIVE	PEDAGOGICAL PRODUCT-DATA	TYPE OF ACTIVITY
1	To retell orally in a round table important facts about history	Transcription of students' interventions from the round table	Round Table
2	To classify and present news at the local, national and international level in a poster display	Poster display Transcriptions of students' oral presentations	Poster Session
3	To report curious or amazing facts that people do not usually know in a "did you know that..." game	Audio Recording Transcriptions of students' oral production and interaction	Game
4		Audio recording of a Radio program. Transcriptions of students' oral production and interaction. Transcriptions of students' answers from the focus group interview	Radio Program Focus group
5	To collect information about holidays	Audio recording of the activity. Transcriptions of students' oral production and interaction	Find Someone who activity
6	To present information about singers from all over the world in a PowerPoint presentation	PowerPoint presentation Transcriptions of students' oral performance	Group presentations
7	Situations debate	Recording of the debate and transcriptions of students' participations	Debate
8		Audio recording of a Radio program. Transcriptions of students' oral production and interaction. Transcriptions of students' answers from the focus group interview	Radio Program Focus group

Figure 1. Sample of instructional phases.

**Relation of the instructional design with the research question or inquiry.** It is important to clarify that after implementing the first cycle of the Action Research, we needed to reflect upon what was done and in that way, work on some adjustments when we considered it was necessary, to continue with the second cycle and to achieve the instructional objectives of our intervention plan. Additionally, we can say that the pedagogical/terminal objectives shown in Fig. 1 helped us achieve the general objective of this research study, which was to analyze how fluency and accuracy are developed among EFL students from a communicative language teaching perspective through the implementation of an English radio program.

**Sample of the radio program.** The following table was the format we used to guide students when planning the broadcasting of the English radio program. It presents the information related to the six moments or sections that the radio program had. First, it had a space where students needed to write information regarding the date, time and place; and then, there are four columns: the first one is related to the name of the sections, the second one is about the description of each section, the third shows the name of the students in charge, and finally, the last one tells the time that students had to record their corresponding section.

<b>Radio program</b>			
<b>Date:</b> Wednesday, September 21 <sup>st</sup> , 2016			
<b>Length:</b> 30 Minutes			
<b>Place:</b> Jean Piaget School			
<b>Section</b>	<b>Description</b>	<b>Students in charge</b>	<b>Time</b>
<b>Introduction</b>	In this section students introduce themselves as well as the program (the different sections of the program) and	Mateo, Sofia	5 Minutes



	greet the community. (Song and singer)		
<b>Today in history</b>	In this section students talk about some important events that happened in previous years on the same day and month the program is being broadcasted. (Song and singer)	Juan Camilo, Laura	6 Minutes
<b>Songs and singers</b>	In this section students give a short introduction to the songs, as talking about some interesting facts about singers and bands.	Juana, Vanessa	5 Minutes
<b>News</b>	In this section students present news related to the school, as well as local, national and international news. (Song and singer)	Sara, Catalina	6 Minutes
<b>Did you know that...</b>	In this section students talk about funny, curious or amazing facts that people do not usually know. (Song and Singer)	Santiago, Sofia	6 Minutes
<b>Farewell</b>	In this section students thank the audience, invite the people to listen to the program again and say goodbye. (Song and Singer)	Carlos Fernando, Catalina	2 Minutes

## Chapter IV

### Data Analysis

In this chapter, we present the analysis of the data gathered during the implementation stage. We describe the process of analysis and display our analytical model, where the categories are presented and also analyzed and described in detail.

#### Procedure for Data Analysis

Qualitative data gathered during the implementation stage which encompasses students' artifacts, audiotape recordings, teacher's field notes, and a focus group interview was collaboratively collected and consolidated in a Software known as ATLAS TI. It permitted us to save all the documents gathered from the data collection instruments to then be analyzed.

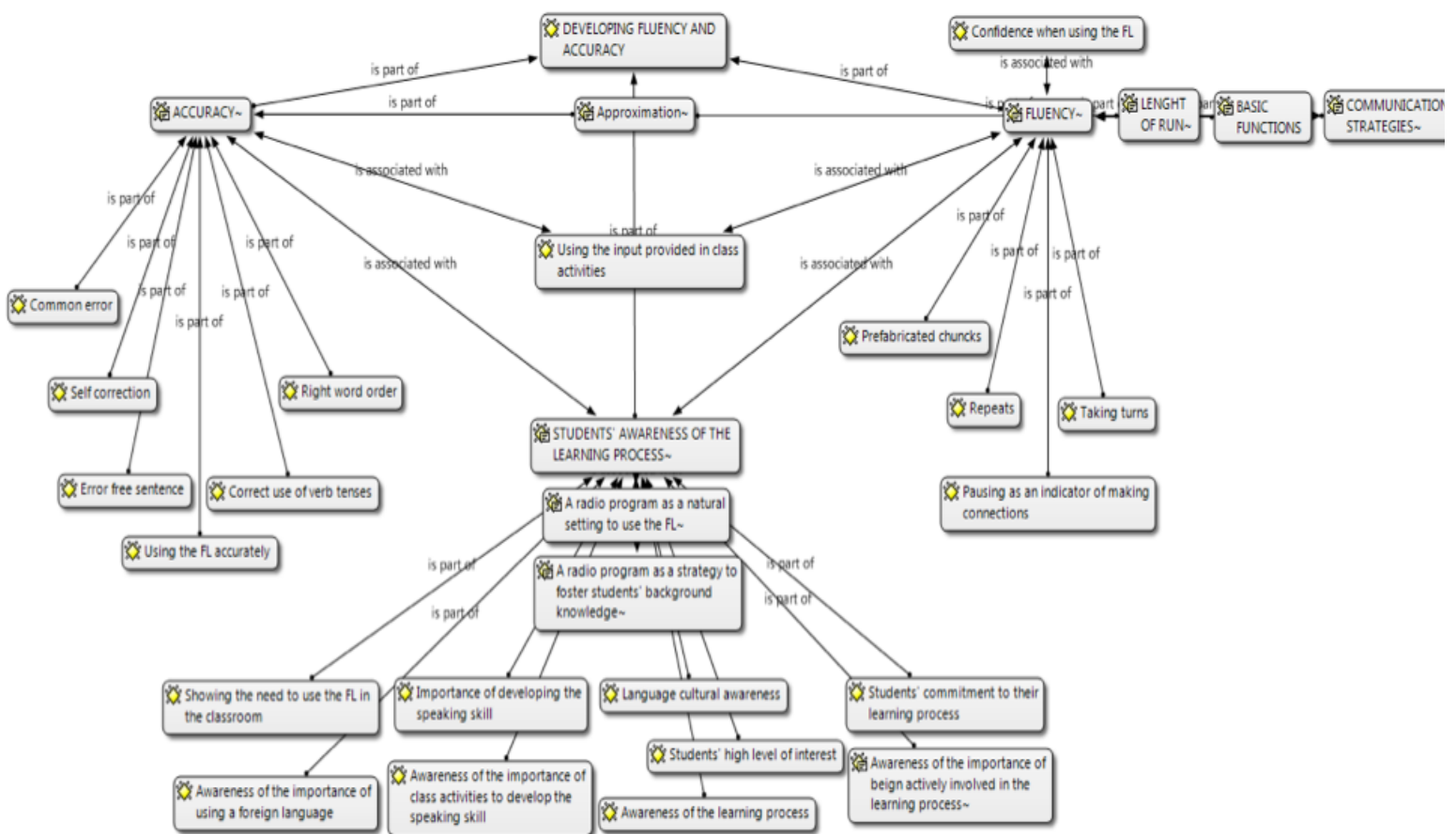
To analyze the data, we as researchers took into account some elements of the Grounded Theory. This theory refers to "the discovery of theory from data systematically obtained from social research" (Glaser & Strauss, 1967, p. 2). Having these elements in mind, and considering that this theory fits with the nature of our study, we started the task of finding recurring ideas and patterns that could address the issues of fluency and accuracy in spoken English. In that sense, the raw data was classified and grouped in codes where repetitive patterns and characteristics associated to fluency and accuracy were looked for in all the instruments applied in the intervention, to triangulate the data and claim the reliability of the results drawn in the study.

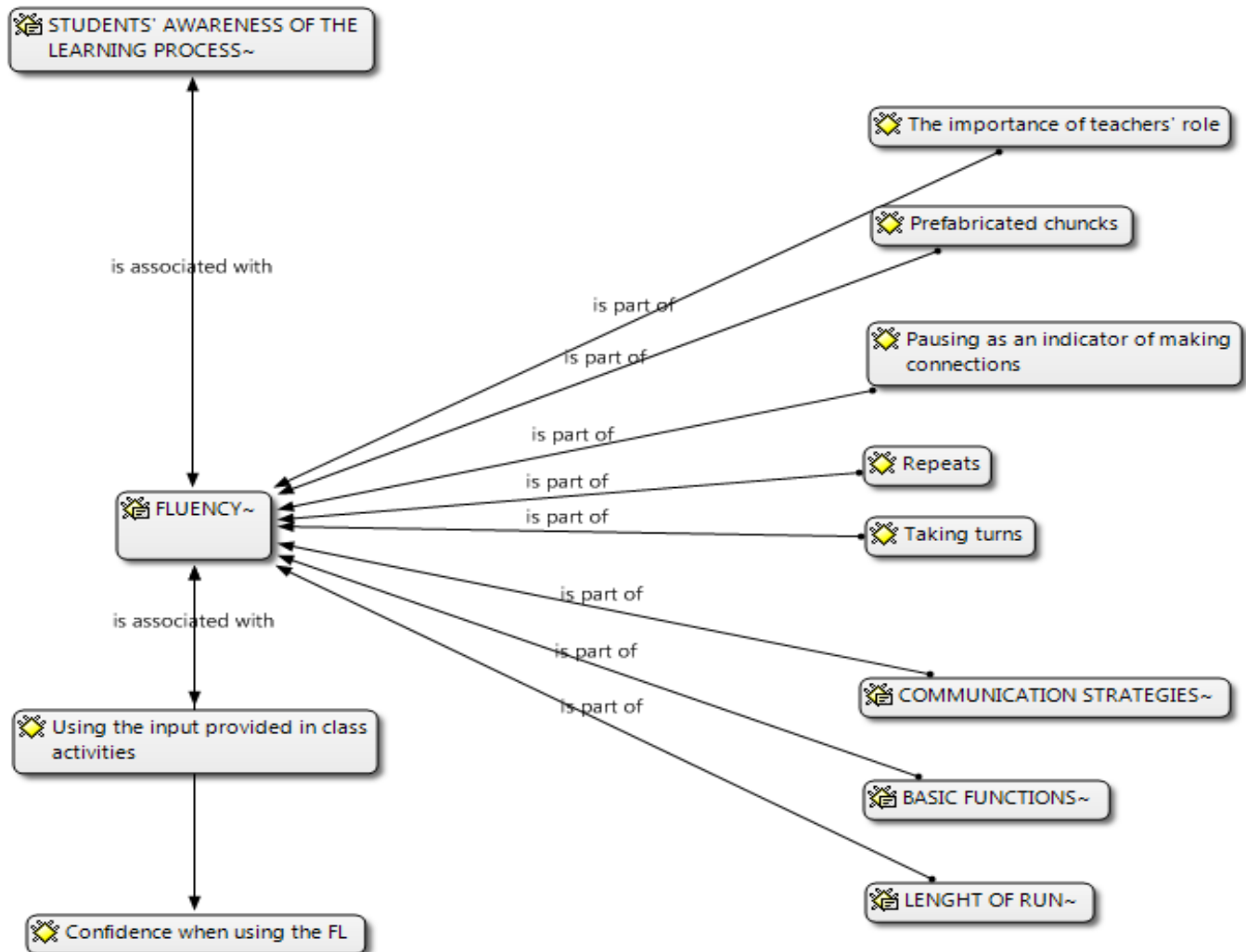
In the process of revising and analyzing the documents, comments were written based on particular pieces of information that deserved the association to certain ideas and reflections, which were worth taking into consideration for the analysis. When the *codes* were already identified, families of codes were created to organize the selected data and to facilitate the analysis. The organization of the data in families could then be presented in *network views*

(graphic representations), which provided a clearer view of relevant information and the relationships between its elements.

ATLAS Ti, allowed us to save and organize all the information so that we could have access to every *network view* at any moment we needed. In the same way, all the elements previously mentioned could be seen and printed if necessary. Once all the data was grouped and classified in codes, the categories and subcategories emerged. These categories and subcategories will be described below.

### Analytical Model



**Category 01: Fluency**

After analyzing this category, we could identify that when developing fluency in students' spoken English, they underwent a complex process that took into account the role of the teacher. Such a role was that of a provider of input through different classroom activities that supported students to retrieve the input when producing the language. Another important aspect needed to develop fluency, as expressed by the students was the issue of confidence; as they said, the greater the confidence the more fluent you are. Thornbury (2005), highlights some factors that need to be taken into account when speech occurs in order to determine the degree of

fluency. One of those factors is the affective side. In this sense, he asseverates that if the students have positive feelings towards the topic and/or the participants they will do better in their performance. The excerpts below, that are part of the data we gathered during our intervention stage, give a comprehensive account of this category.

Using the input provided in class activities: *“Most of the students understood what was presented in the video, and some of them used the same words to give comments”*. Field note # 2

*“esta actividad te ayuda para mejorar tanto pronunciación como fluidez y porque pues en el programa hay que improvisar y te ayuda como que pues vocabulario que tenías guardado en el momento te salga y puedas seguir ”* Transcription # 5 Focus Group

Confidence when using the FL: *“en las actividades que se realizan yo me siento segura a la hora de hablar en ingles y no me da miedo ni pena...”* Transcription # 5 Focus Group

*“nos sentimos como más seguros y tenemos más confianza de lo que estamos hablando y como que nos soltamos un poco más con el idioma”* Transcription # 5 Focus Group

In regard to the process that students went through to develop fluency, we could identify some specific features in their speech like: prefabricated chunks, pausing as an indicator of making connections and taking turns. Those aspects were used by our students as support to communicate fluently in the spoken language. Prefabricated chunks refer to the phrases that keep reoccurring in students’ speech. Thornbury (2005) identifies them as an indicator of fluency. As it is evidenced from the data, the students used in their speech prefabricated chunks also known as formulaic expressions that showed they were developing fluency when using the foreign

language. Pawley and Syder (as cited in Richards, 2016) suggest that when a person has a big amount of fixed expressions at his disposal, it is easier for him to express fluently. In the same line of thought, Hedge (2000) asserts that “the advantage of teaching lexical phrases is that, if they can be retrieved quickly from memory, they will help learners to produce the language more fluently” (p. 8).

Prefabricated chunk: *"In my opinion, it is important because..."* Transcription # 1 Facts in history.

In reference to the indicator of *pausing*, it is relevant to clarify that students made pauses because they were making connections and processing information and not necessarily because they were struggling to find the words. Thornbury (2005) states that equally to speed, pausing is an important factor in fluency and that all people need to pause when speaking. In fact he claims, “even proficient speakers need to stop from time to time to allow the formulation of an utterance to catch up with its conceptualization” (p.7).

Our students made use of pauses as an indicator of making connections: *"Messi is considered the best player in the world, and we need to know that when he was a child he had a problem, ehh, mmm, he had a problem... a health problem, so he went to Barcelona to try to solve it"* (Transcription # 2 News)

Additionally, we also found that *repeats* was a prominent feature in students when developing fluency. According to Thornbury (2005), repeats is a type of production strategy that

students use to make their speech sound more fluent. In that sense, he clearly states that “repeats is a common device for gaining formulation time” (p. 7).

Data showing students using repeats when speaking: *“Hello everybody I am going to talk about the Genesis project, the Genesis project is a project, an idea of Claudia Rousses, a scientist of the physic science institute Johan Wootne in Germany”* (Transcription # 2 News)

Finally, as teacher researchers we found that students also used *turn taking* skills when talking in English. This means that teachers should promote the development of this skill in the different class activities in order to make students aware of the appropriate ways to intervene during a conversation to make their speech more fluent.

Taking turns:

*St7: Good morning, how are you? Fine, good? Jajajaja what do you do for fun?*

*St8: I play volleyball in the coliseo on weekends.*

*And you?*

*St7: I just play the drums and I play soccer and chill out.*

*And what about you Carlos, what do you do for fun?*

*St9: I play volleyball with Daniela in the coliseo.*

*St7: Ahh ok, good, very good.*

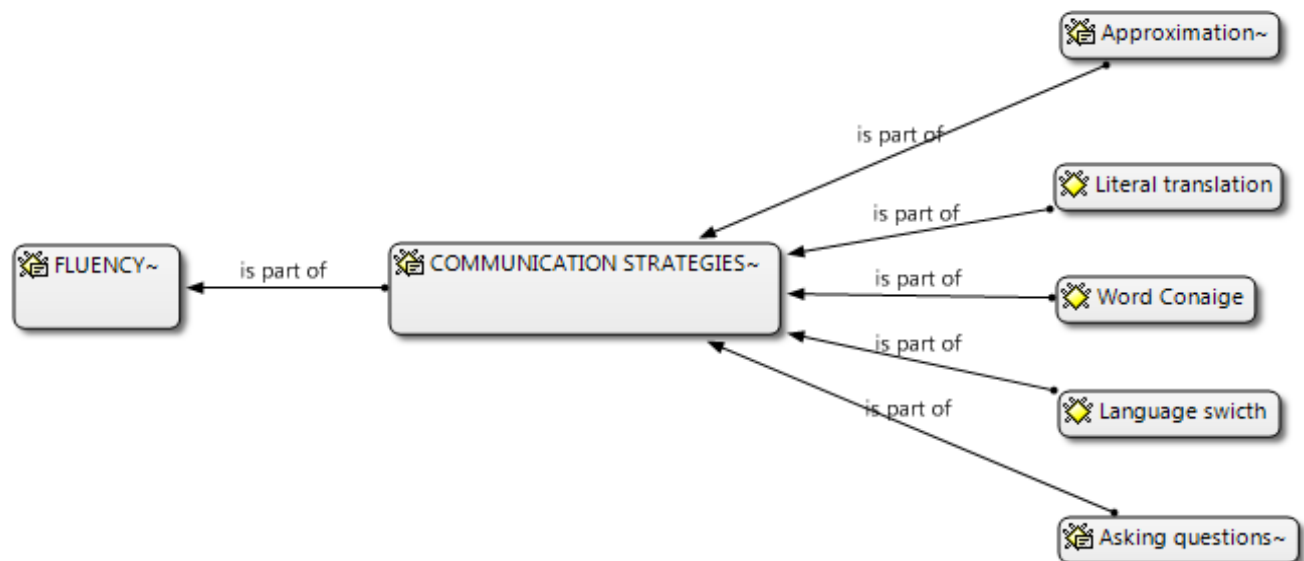
*St8: Yes, good, please invite us...*

*St9: Ok, I invite you next time.*

Transcription # 4 Radio Program.

In this first category, we found three analytical sub-categories which are communication strategies, basic functions of the language and length of run. They will be described below.

### Analytical sub-category 01: Communication strategies



As a way to develop fluency, students made use of communication strategies. They are defined by Corder (as cited in Ya-Ni, 2007) as “a systematic technique employed by a speaker to express his meaning when faced with some difficulty” (p. 44). Among those communication strategies we found approximation, word coinage, language switch and literal translation, which were prominent and recurring patterns presented in this study, when students used the language. According to Brown (2000) these strategies previously named are also known as compensatory strategies, which are one of the two types of communication strategies found in Doryei’s taxonomy (1995). In this regard, Brown (2000) defines the compensatory strategy of approximation as using a word for another, without changing its lexical connotation. Word



coinage refers when the learner makes up a L2 word in its repertoire (e.g. vegetarianist for vegetarian). Language switch occurs when the learner includes a L1 word keeping L1 pronunciation, while speaking the L2. And literal translation refers to “translating literally a lexical item, idiom, compound word, or structure from L1 to L2” (Brown, 2000, p. 128).

Richards (2006) claims that communication strategies should be considered as essential aspects that teachers need to bear in mind when teaching the speaking skill, especially when fostering fluency. Below there are some extracts of students’ interventions, where they used the previously described communication strategies.

Aproximation: *“the history is about that the divers were exploring, diving in the pacific ocean”* (Transcription # 2 News)

Word coinage: *“I brought this notice, mmmmm because This company brings money for many sport teams”*. (Transcription # 1 Facts in History)

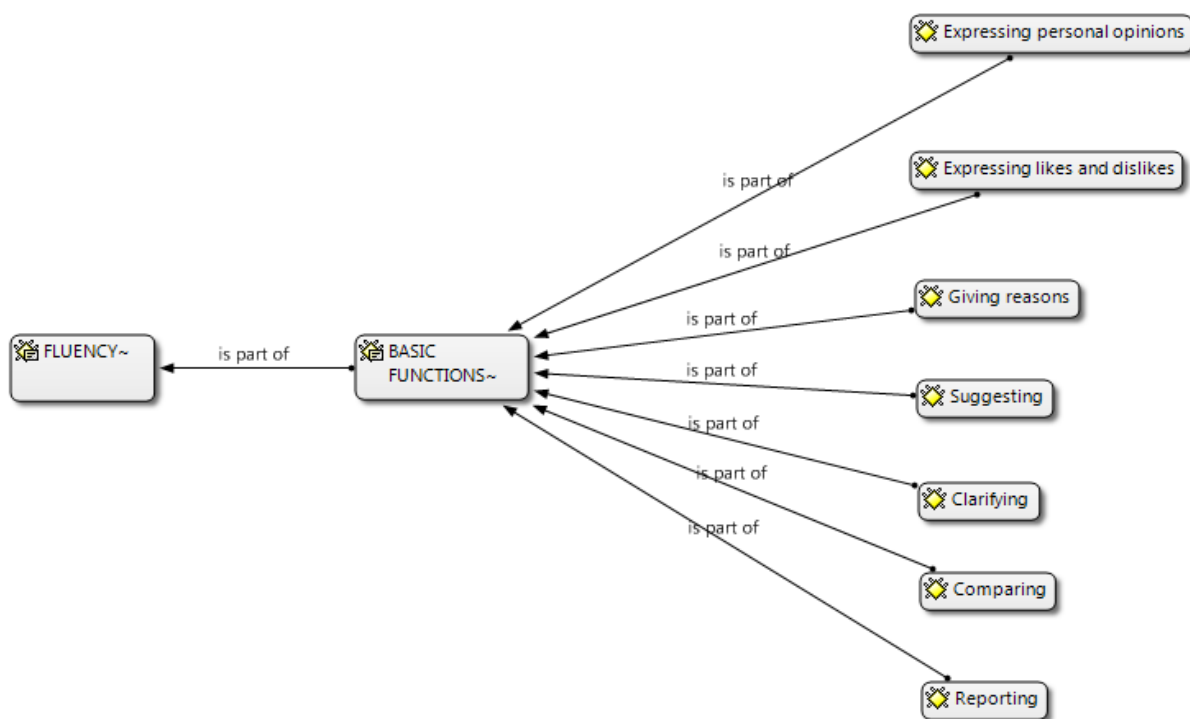
Literal translation: *“I consider that this is an important time in the history of our country, Colombians ahh, we need to learn and to turn the page to start a new history, we should vote for the yes”*. (Transcription # 2 News)

Language switch: *“What is a perfect birthday present? A car, hahahaha no mentiras, the important thing is the intention hahahaha... really I think so”*. (Transcription # 3 Question Game).

As we already mentioned, our students made use of some communication strategies that supported them to develop fluency. This fact helped them to use the language at ease. In

addition, we are convinced that the activities where the students had a feeling of confidence and where the topics addressed were of their interest, permitted more participation using the English Language. Furthermore, we evidenced that the change from the traditional class to a more interactive and communicative one, enhanced a positive atmosphere in the classroom. Students had the chance to experience different types of activities such as giving reports and sharing opinions while sitting together with others, rather than the typical class where the teacher is the center. This fact, allowed students to get engaged in the different activities and participate which helped in the development of their speaking skill.

### Analytical sub-category 02: Basic functions of the language



This sub-category refers to the use of the language for different purposes. In this research, we found that students used some basic functions when using the foreign language. Language functions refer to “what the learner is able to do with or through the language, for example, making introductions, giving explanations, or describing plans” (Richards, 2006, p. 10). The functions that were mostly used by the students were expressing personal opinions, likes and dislikes, giving reasons, suggest, report, clarify and compare. The use of basic functions are related to the development of fluency, because as we could see in the analysis of data, students used all those functions every time they were asked to carry out a task in the classroom. Richards (2012) states that basic functions is another aspect to consider in order to develop fluency, that is why teachers also need to take this into account when working on the development of fluency in students’ spoken English. Below there are some excerpts of students’ use of basic functions while participating in the different communicative activities.

Expressing personal opinions: *"personally I consider I am affected by the war because my grandfather was kidnaped and that was very sad for the whole family. Ehh we need to know how many people are living the war and to consider to stop it"* (Transcription # 2 News)

Expressing personal opinions/Giving reasons: *"I think that, esto jajjaa, Messi took this decision because he lost three finals and the people criticized too much, so he felt bad, ehh I think that ehh he comes back to his team because he is good and his selection needs him to help them"* (Transcription # 2 News)

Expressing likes and dislikes: *"I read the news and this one called my attention because I like electronic games and different things, and for me everything about that is very important..."*

(Transcription # 2 News)

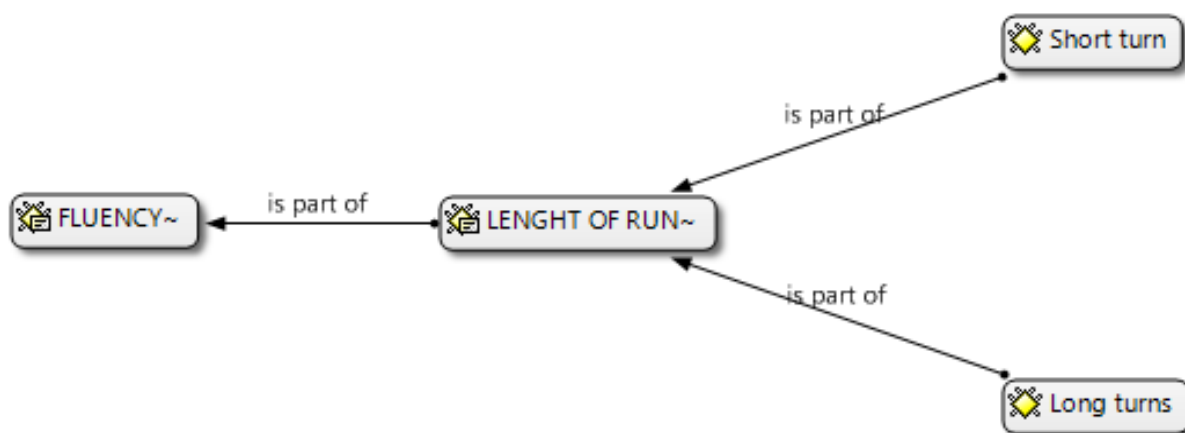
Asking questions: *"Now you, what would you choose between five girls in bikini and a Ferrari?"* (Transcription # 4 Radio Program)

Reporting: *"Did you know that playing music while a patient is in a surgery reduce anxiety and calm her in post recovery"* (Transcription # 4 Radio Program)

It was interesting to observe how the use of English by some students encouraged their classmates to use English too. In addition, giving students the time to talk instead of pushing them and waiting for them to feel comfortable to participate, was another important aspect at the moment of having all the students express their ideas in English. Besides, they were invited to try by using encouraging expressions such as "you can do it", "it is not difficult", or "come on, it doesn't matter if you make a mistake".

Students frequently used communication strategies and the basic functions of the language when preparing the topic to be presented in the radio program. As researchers we can say that this was meaningful in the development of fluency, since this led to students' active participation when making use of the English Language. Similarly, most of the students were very responsible with their assignments, and as a result, they gained knowledge and vocabulary that empowered them to participate and contribute in the classes.

### Analytical sub-category 03: Length of run



This analytical sub-category has to do with students' interventions in terms of time. According to Thornbury (2005) length of run has to do with “the number of syllables between pauses” (p. 7). In this sense, the more time students used when speaking is considered long turn and the less is considered short turn (Thornbury, 2005)

During the class activities we found both; short and long turns in students' production. However, it is considered better when students take long turns when speaking, since that means they are developing more fluency in their speech. As stated above, after analyzing the data, we found that in the process our students underwent to develop fluency, they made use of both, short and long turns when participating in every class activity, including their interventions in the radio program. The following excerpts give account of this:

Short turn: *“This is Katy Perry with ‘part of me’. Katy Perry in her beginnings used to sing Christian music”* (Transcription # 4 Radio Program)

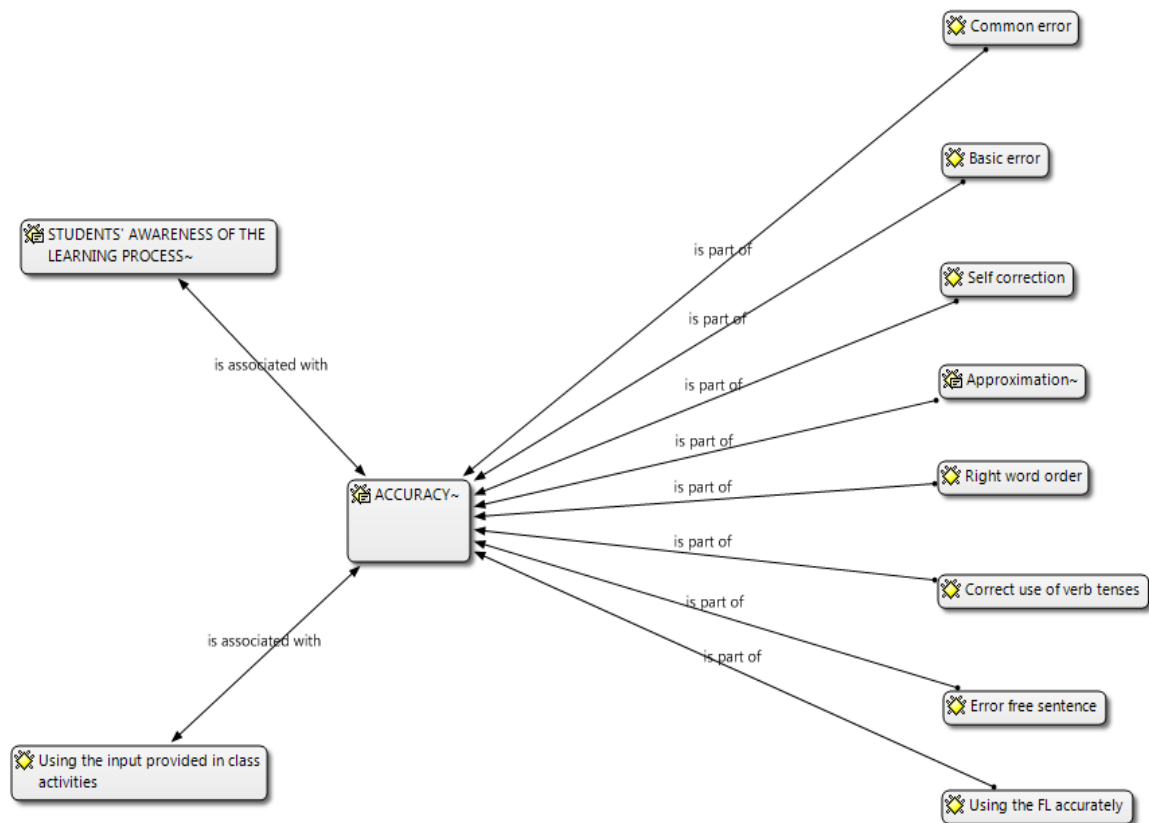
Long turn: *“Well, hello, my topic is about the situation in, the hard situation in Venezuela, in Venezuela are happening many problems, because of the economy, because of the government, and all of this stuff, why is this happening?? Well, many people say it is because of the actual president of Venezuela, Nicolás Maduro, because he is having some problems with the citizens and the social part of all the country, eh, the citizens want to revoke him, because they are not in agreement with Maduro’s ideas, Maduro is just focuses on selling oil, eh, their economy has got down 4,7 percent of last year, so this is so bad”* (Transcription # 2 News)

During our intervention stage, we fostered students’ participation by using the English language all the time. In our classroom, the English language was the means to communicate. A lower speed, repetition, the use of common expressions and basic functions of the language, and sometimes the use of body language were necessary elements to ease the comprehension of class instructions and explanations to promote students’ oral production.

At the moment of the students’ interventions, we were careful about error correction and tried not to let the students correct each other to get students’ long turns when producing orally. What we as teacher researchers did, was to do slight interventions to help with vocabulary and give feedback on word order and sometimes pronunciation. The grammar mistakes were treated at the end of students’ intervention when necessary.

Having described and exemplified the relevant features embraced by the first analytical category, what follows intends to explain those included in the second one.

## Category 02: Accuracy



Accuracy was another feature that we worked on to be developed in students' spoken English. According to Bartram and Walton (as cited in Chang, 2008), accuracy in spoken English refers to "utterances as near as to a native speaker's as possible in terms of grammar, vocabulary and pronunciation" (p. 32). In this research we promoted the development of accuracy in terms of the appropriate use of grammar, syntax and morphology when using the foreign language orally.

After analyzing the data, we found that developing accuracy is an ongoing process, as was evident in the information gathered, since our students still make some mistakes when

speaking. However, we could notice students' improvement in terms of accuracy when they corrected themselves during their interventions, as can be seen in this following excerpt:

Self-correction: "*Messi announced that he is... no... that he was not going to play anymore with the National team Argentina*" (Transcription # 2 News); And also, when they used approximation of words as a communication strategy: "*the history is about that the divers were exploring, they were diving in the pacific ocean*" (Transcription #2 News).

Likewise, at some extent, students were aware of right word order and the correct use of verb tenses that helped them produce error free sentences and used the foreign language more accurately. This was identified when analyzing the data, and in the same way, the following transcriptions that are part of some students' interventions, give account of it:

Correct use of verb tenses-Error free sentence-Right word order: "*one of the guys could get out of the park and he asked for help so the rest of them were found and they were taken to the hospital...*" (Transcription # 2 News)

Correct use of verb tenses/Error free sentence: "*The club invites you to enjoy the picture of Dorian Grey. This film is based on the Oscar Wilde novel with the same name, just have lunch in the school and join us*" (Transcription # 4 Radio Program)

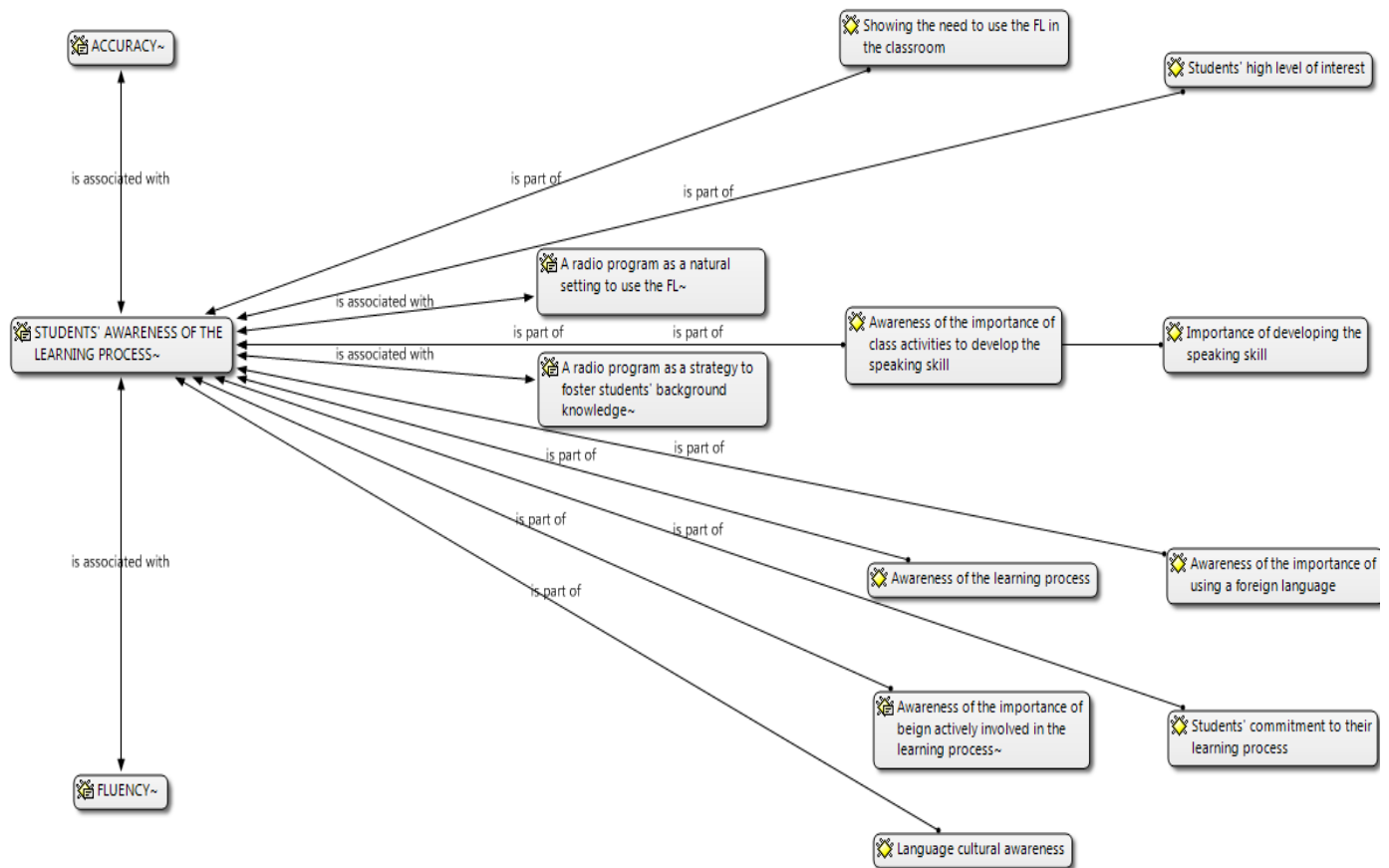
"*Did you know that George Clooney, this handsome actor believe it or not sometimes sleeps in the closet of his mansion*" (Transcription # 4 Radio Program)



Using the FL accurately: “*Now students look for specific words to say what they exactly want to mean*”. (Field note # 2)

Taking into consideration the goal of improving the use of English in the classroom, it is worth mentioning that the teachers’ use of English and the constant communication activities, in which students were actively involved, were important factors as they supported students to use the language accurately. We evidenced that along the process of preparing and broadcasting the radio program, since the students showed improvements throughout their participations; those improvements were mostly represented, as it is shown before in the excerpts, in terms of the appropriate use of grammar, syntax and morphology when using the foreign language orally.

From the data analysis, we identified that by listening to the radio recordings, students focused their attention on aspects that they needed, to be more accurate when speaking. In this sense, students worked on bettering the features concerning accuracy and length of their interventions. These two aspects were clear evidence of a certain level of progress as students were focused on producing well-structured utterances and expressing their ideas in a more complete way. To a great extent, we conclude that this is associated with the input students received in the class activities and their awareness of their own learning process. Additionally, it is relevant to highlight that every attempt that students made to produce the language orally, was always a reason to reinforce and give positive feedback.

**Category 03: Students awareness of their learning process**

This category emerged along the process that students underwent when developing fluency and accuracy in their spoken English. After analyzing the data, we could notice that our students developed a sense of awareness in terms of developing the speaking skill to communicate with people from other cultures, more exactly, when they mentioned aspects like the following ones: *“pienso que el enriquecimiento cultural que te da poder hablar otro idioma, ehh, no solo para nivel personal sino que te abre puertas en no sé, en el ámbito laboral y como ya lo decían mis compañeras en el tema de comunicaciones y poder interactuar y compartir con otro tipo de personas, si es muy importante hablarlo”* Transcription # 5 Focus Group

They also expressed that the radio program was a natural setting where they could speak in a comfortable way, and therefore use the language since it allowed them to retrieve words from their background knowledge. At this point, as researchers we consider important to mention that the radio program was also a strategy to activate students' background knowledge, and that through the radio program they became aware of the importance of class activities to develop the speaking skill, as this student mentioned: *“nos desenvolvemos mejor en el programa radial, ehh, es como dar nuestros puntos de vista y lo que nosotros pensamos de una forma más tranquila ehh pero pues con la influencia de las clases que nos implementaron y dieron los conocimientos básicos de vocabulario, aquí es donde ponemos en práctica ese vocabulario aprendido...”*

(Transcription # 5 Focus Group)

Our students also highlighted that the radio program and the different activities carried out in the classes were a good strategy to enhance the use of spoken English as in the school they were not commonly exposed to communicative activities where they could use the foreign language orally. In that order, the following excerpts show what they mentioned in relation to the radio program and the importance of the communicative class activities:

A radio program as a natural setting: *“en el programa radial nos sentimos más seguros y tenemos más confianza de lo que estamos hablando y como que nos soltamos un poco más con el idioma”* (Transcription # 5 Focus Group)

*“el programa radial le da a uno como el espacio de poder interpretar lo que va a decir y buscar de una manera más adecuada lo que usted está diciendo pero pues no tiene la presión de*

*que es algo tan practicado, algo mecánico, si no algo más natural, más libre”* (Transcription # 5 Focus Group)

Awareness of the importance of class activities to develop the speaking skill: *“Si ayudan bastante porque por ejemplo las exposiciones y ahora el programa radial hace que nos desenvolvamos más fácilmente, que pues si, que el idioma sea más fácil de aprenderlo y hablarlo”* (Transcription # 5 Focus Group)

As we have already argued, our students developed a sense of awareness of their learning process; we concluded this, based on students’ comments during our intervention stage, and specially, after analyzing the focus group interviews that we implemented at the end of each one of the two cycles we went through. In the interviews, as it was presented in the previous excerpts, our students mentioned how they noticed their improvements after participating in the radio program. They pointed out aspects like the development of activities including the radio program, where they had a feeling of confidence and where they could link prior knowledge which allowed them to improve in the use of English language and that showed us that there was awareness of their progress.

The aforementioned information converges as our data analysis. The three categories gave a comprehensive account of what was found in our research experience. Based on this, as teacher researchers we reached the conclusion that the English radio program was an enjoyable and effective strategy. Working on the improvement of students’ speaking skill, especially in the development of fluency and accuracy, represented for us and for our students a worthy process,

since they showed a more coherent, frequent and active use of the English language. Likewise, it is pertinent to mention that students' improvements had to do also with their commitment in the English class, since most of them were very responsible with home and class work, displaying a positive attitude towards the foreign language.

## Chapter V

### Conclusions and Pedagogical Implications

#### Conclusions

As teacher researchers we found that through the implementation of an English radio program, our students developed fluency and accuracy to a certain extent when they were exposed to communicative activities that promoted students interaction. In this respect, Bailey (2004) states that when students are involved in pair and group work, their opportunities to get to speak increase. This argument led us to say that by providing room for students' communicative exchanges and limiting teacher's talk, students had more opportunities to use the language and consequently develop their speaking skill, specifically the sub skills of fluency and accuracy.

Additionally, the communicative activities previously mentioned also helped students to get prepared to broadcast the radio program. This preparation implied students' active participation, as they were in charge of choosing the topics, the music and facts of their interest to talk about in the radio program. This increased their level of motivation and commitment towards the development of fluency and accuracy to better their speaking skill. In this regard, Richards (2006) points out that when students are exposed to information that is of their interest, it becomes relevant for them, and in that way, enhance meaningful communication. However, it is pertinent to clarify that developing fluency and accuracy is a complex and ongoing process in which students are still working on.

It is also relevant to mention that the fact of providing students with activities where they could link prior learning experiences related to familiar topics, and the use of contextualized materials, facilitated the process that students underwent to develop fluency and accuracy. In this

regard, Patanarson (as cited in Shen, 2013) asseverates that “familiarity with content lessen the load of information processing, which allows learners more attentional resources to focus on formal aspects of language as well as help them to become more fluent in their performance” (p. 821).

As expressed by some students, the process of making the radio program helped them speak in public, as many of them were afraid of it. In addition to this, the new vocabulary and expressions gained along the process led to more improvements in students’ speaking skill. This was evidenced when students made use of some production strategies such as prefabricated chunks also known as formulaic expressions, which according to Thornbury help a person, sound more fluent. By the same token, Pawley and Syder (as cited in Richards, 2016) suggest that when a person has a big amount of fixed expressions at his disposal, it is easier for him to express himself fluently. On the other hand, the natural setting provided by the radio program enhanced interaction and use of the language since students felt more willing to express their ideas, opinions and personal thoughts. Furthermore, less focus on pronunciation and grammar mistakes, which interrupt students’ oral production, helped them improve the length and the frequency of their participations. In this sense, Bailey (2004), argues that “students cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors” (p. 55).

Besides this, having students in small groups, sitting together to discuss common matters, fostered an atmosphere of confidence that decreased anxiety and inhibition among students. This fact is highlithed by Tasnimi (2009) who claims that affective factors can determine the failure or success of the learning process. She affirms that “negative attitudes can reduce learners’ motivation and harm language learning, while positive attitudes can do the reverse” (p. 117). Additionally, it is also relevant to mention that the teacher-student interaction before,

during and even after the classes was vital to strengthen the students' attitudes and perceptions towards speaking in English. Moreover, the continuous use of the language spoken by the teacher stood as an invitation for students to use the language to communicate on a daily basis.

### **Pedagogical Implications**

The experience of preparing and broadcasting the radio program along with the continuous use of English by students and teachers definitely helped our students, to develop fluency and accuracy in their spoken English. This strategy provided a real communicative experience, because the process of preparing and recording the radio program gave our students opportunities to learn by doing in a real context.

In this sense, it is of great significance for Corporación Educativa Amigos Jean Piaget, to continue implementing the English radio program with more students, since by doing this, students are more likely to develop and improve their speaking skill. Regarding this, it is worth mentioning that the English radio program should be promoted and supported by the educational community as a worthwhile pedagogical experience since it allows students to feel more at ease when going through the process of learning to speak a foreign language.

Based on our research experience, we deem that the development of communication strategies among EFL students is a relevant aspect that should be considered by teachers when working in the development of the speaking skill. This is a conclusion we reached after observing that our students made use of communication strategies to avoid breakdowns in communication. In this respect, Hedge (2000) asserts that "the advantage of teaching lexical phrases is that, if they can be retrieved quickly from memory, they will help learners to produce the language more fluently" (p.8). In the same line of thought, Richards, (2006) claims that



communication strategies should be considered as essential aspects that teachers need to bear in mind when teaching the speaking skill, especially when fostering fluency.

As a final remark, we want to state that the process carried out in this Action Research, represented for us an enriching experience, since it contributed to improve our teaching practices and therefore impact positively our students' learning processes. Our study exemplifies what a teacher's responsibility and commitment is about. In this sense we consider that these features ought to be present in teachers' daily practices to achieve more meaningful learning experiences and more effective classes.

### **Limitations**

Even though our students were very active participants during the development of our research study, at the very beginning of our intervention stage, some students showed a lack of engagement when they were asked to participate in the class activities. This happened due to the fact that they were not very responsible with the assignments at that time. However, we need to mention that as time passed, these students became aware of the importance of their commitment to the learning process and in that way, they showed positive attitudes towards the different activities. Because of this, their interventions in the planning and broadcasting of the radio program were of great importance, to improve their speaking skill.

Additionally, we also had to tackle other situations such as the change of schedule in our classes due to some activities that the school had to carry out, where our students were involved. This fact did not allow us to have continuity in some of the classes we had planned. However, we want to clarify that we developed all what we designed for our intervention stage.

### **Further Research**

Taking into account our research experience, we aim at promoting and supporting the development of more research studies, that help teachers understand and work on the issues that are related to the process of teaching and learning English as a foreign language.

We firmly believe that there should be more initiatives to develop the speaking skill among EFL students, since it has been identified in the literature, as one of the less developed skills in the foreign language classroom. Those initiatives should have an interactive and communicative emphasis as a point of departure, as well as, collaboration among students. Similarly, students should be exposed to different practices where they can develop communication strategies, as it was evidenced in our research study that students made use of these strategies to speak. As a clear example, in this research we presented an English radio program framed under a communicative teaching perspective, that helped our students in the development of their speaking skill, and more precisely, of their fluency and accuracy.

Based on the aforementioned aspects, we pose two possible research questions for future studies in the field of foreign language learning and teaching. These are: ‘What incidence can an interactive and collaborative environment have on students’ speaking skill under a communicative teaching perspective?’ and ‘What communication strategies can learners develop in a foreign language-learning context, through the implementation on an interactive and collaborative environment under a communicative teaching perspective?’

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## Appendices

### Appendix A: Consent form



### AUTORIZACIÓN

**Investigación: Desarrollando fluidez y precisión en estudiantes de Inglés como lengua extranjera, desde una perspectiva de enseñanza comunicativa, a través de un programa radial en inglés.**

**Maestría en Didáctica del Inglés**

**Universidad Surcolombiana**

Nosotros, las docentes de inglés Érika Julieth Páez Sánchez y Aranza Cathalina Laiseca Campos, queremos informarle sobre el desarrollo del proyecto de investigación “Desarrollando fluidez y precisión en estudiantes de Inglés como lengua extranjera, desde una perspectiva de enseñanza comunicativa, a través de un programa radial en inglés”, dirigido a un grupo de estudiantes de los grados 9º 10º y 11º (A2) de la Corporación Educativa Amigos Instituto Jean Piaget, del cual su hija(o) hace parte. Esta investigación se desarrollará en diferentes sesiones de clase durante el presente año (2016). Por consiguiente, presentamos a su consideración este documento, como constancia de su consentimiento para que su hija(o) participe en este, nuestro proyecto de investigación.

Este proyecto se llevará a cabo únicamente para fines académicos, como parte de nuestro estudio de maestría en Didáctica del Inglés, en la Universidad Surcolombiana, y nuestro único objetivo como profesoras investigadoras es el de aportar en el mejoramiento del proceso de aprendizaje en el área de Inglés. Agradecemos su comprensión y colaboración al autorizar que se publiquen nombres y resultados de la investigación.



Es de anotar que la participación en este estudio es voluntaria y su hija(o) puede retirarse en cualquier momento. Si decide que no permitirá su participación, su decisión no afectará de ninguna manera la relación actual con el mediador del área de inglés y el estudiante.

### AUTORIZACIÓN

He leído y comprendido la información anterior. Voluntariamente doy mi consentimiento para que mi hijo(a) \_\_\_\_\_ participe en el proyecto de investigación “Desarrollando fluidez y precisión en estudiantes de Inglés como lengua extranjera, desde una perspectiva de enseñanza comunicativa, a través de un programa radial en inglés”

Firma padre de familia: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del Investigador: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Appendix B: Observational Protocol**

**Field Note Format**

<p><b>Descriptive notes</b>                      (Portraits of the participants, a reconstruction of a dialogue, a description of the physical setting, accounts of particular events, or activities)</p>	<p><b>Reflective notes</b>                      (Personal thoughts, feelings, impressions, ideas, problems)</p>
<p><b>Demographic information</b>                      (Time, place, date)</p>	

**Appendix C: Observational Protocol****Field Note N°3**

<b>Descriptive notes</b> (Portraits of the participants, a reconstruction of a dialogue, a description of the physical setting, accounts of particular events, or activities)	<b>Reflective notes</b> (Personal thoughts, feelings, impressions, ideas, problems)
<ul style="list-style-type: none"> <li>- For this class we worked in a classroom that has audiovisual aids. Students worked in pairs, groups and individually.</li> <li>- We played with a roulette and with ball.</li> </ul>	<ul style="list-style-type: none"> <li>- With this kind of activities, I could tell that students feel more comfortable when using the foreign language.</li> <li>- Students were helping each other when finding right words to answer the different questions.</li> <li>- Even there was noise from outside the classroom that sometimes interfered us, it did not make students stop working in the class activities.</li> <li>- Teacher's constant use of English language is an important aspect because that makes student use the language as much as possible.</li> <li>- Teacher's role in this kind of activities is to be a moderator which is good when working with communication activities that promote English speaking.</li> <li>- Students were motivated to participate because some questions were funny for them and the people mention in the activities are familiar for them (teachers from school). The activity is contextualized and they liked it.</li> <li>- The activities also promoted free participations, this is to say that students commented according to personal opinions, likes and dislikes, they gave ideas to others, talked about personal experiences...</li> </ul>
<b>Demographic information</b> (Time, place, date)	
Date: Thursday 22/09/2016 Time: 10:30 – 12:00 pm Place: Jean Piaget Private School.	

**Appendix D: Survey****UNIVERSIDAD SURCOLOMBIANA****School of Education- Master Program in English Didactics**

Dear student:

The objective of the present survey is to collect information about your perceptions and interests related to your speaking skill in English as a foreign language. Please, answer each question frankly. This information is confidential and will be used only for research purposes.

1. Do you like speaking in English?

- a. Yes, I do
  - b. No, I don't  
Why?
- 
- 
- 

2. What do you experience when you are speaking in English?

Anxiety	YES	NO
Confidence	YES	NO
Nervous	YES	NO

3. When you speak in English, you feel...

- a. Very confident
- b. Confident
- c. Not too confident
- d. Unconfident

4. How often do you speak in English in the classroom?

- a. All the time
- b. Most of the time
- c. Sometimes
- d. Never

5. Do you prefer to speak in class with...

- a. One person (teacher-classmate)
- b. Few people
- c. A lot of people
- d. The whole class

6. How you consider your speaking level...
  - a. Low
  - b. Basic
  - c. Intermediate
  - d. Advance
  
7. To you, speaking in English is...
  - a. Very easy
  - b. Easy
  - c. Difficult
  - d. Very difficult
  
8. If your answer in the previous question is *difficult or very difficult*, why do you think this happens? (Many or all the options are possible)
  - a. I do not know enough vocabulary
  - b. I do not understand the grammar tenses
  - c. I do not know how to express my ideas
  - d. I do not know how to speak fluently
  - e. Other. Write it, please. \_\_\_\_\_
  
9. Which activity do you consider most useful to improve your speaking? Rank them from 1 to 5 being 5 the most useful and 1 the less useful.

USEFULNESS

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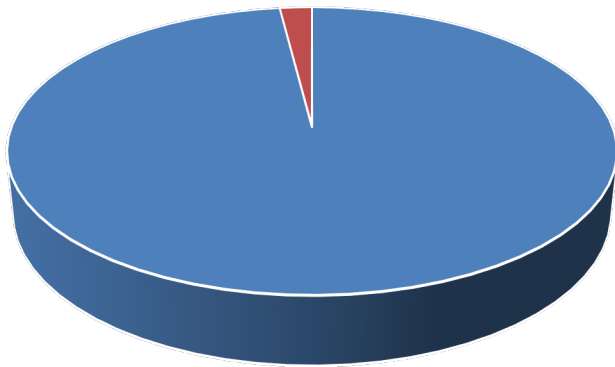
NONE LITTLE MOD. MUCH

a. Reporting information from free topics.	0	1	2	3	4	5
b. Acting out different situations in class. .	0	1	2	3	4	5
c. Answering teacher's questions. .	0	1	2	3	4	5
d. Audio recording at home/school.	0	1	2	3	4	5
e. Other. Which one?						

---

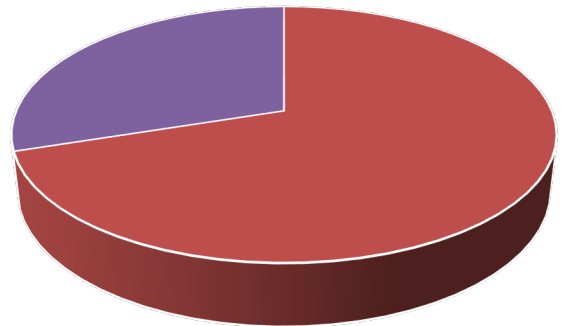
**Appendix E: Survey Analysis**

98% of the students affirm they like English Language.



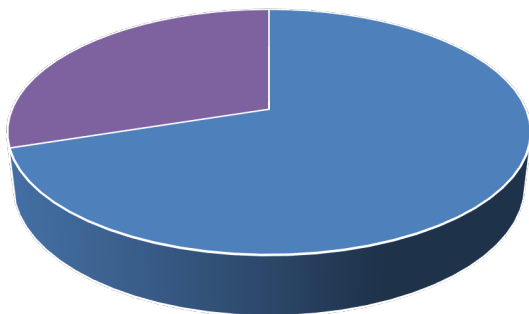
- Students affirm they like English
- Students affirm they partially like English

70% of the students experience anxiety, lack of confidence and nervousness when speaking in English.



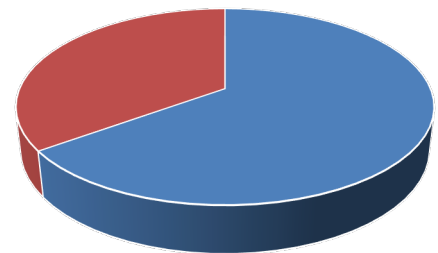
- Students experience anxiety, lack of confidence and nervousness when speaking in English.

70% of the students answer they talk in English during classes just a few times.



- Students answer they talk in English during classes just a few times.

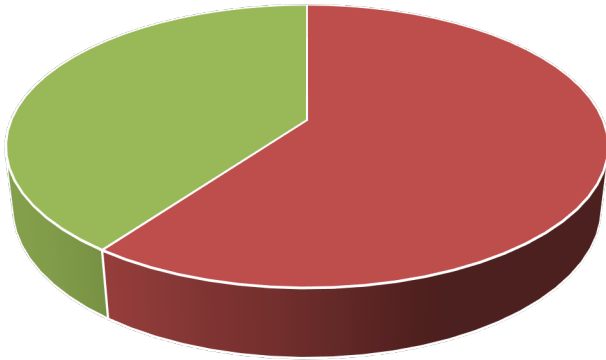
65% of the students prefer to talk in English with a classmate rather than in front of the group or with the teacher.



- Students prefer to talk in English with a classmate rather than in front of the group or with the teacher.

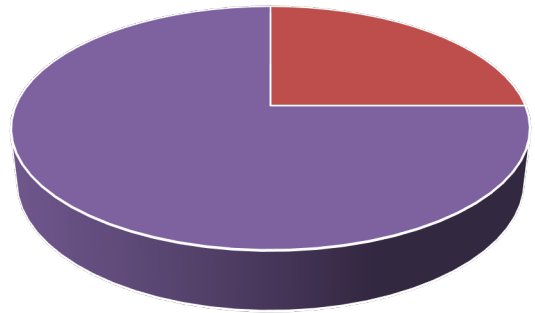
**Survey Analysis**

60% of the students mention they have an intermediate speaking skill level.



■ Students mention they have an intermediate speaking skill level.

75% of the students affirm they are not frequently exposed to speaking activities during English classes



■ Students affirm they are not frequently exposed to speaking activities during English classes

Appendix F: Power Point presentation - Needs analysis report

Oral Report Presentation (1)

Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Ver

Calibri (Cuerpo) 32

1

Developing Fluency and Accuracy Among EFL Students from a Communicative Language Teaching Perspective through the Implementation of an English Radio Program

Érika Páez Sánchez  
Aranza Cathalina Laiseca  
June 17th, 2016

2

Context

3

Classroom Observations

4

Institutional documents

5

Teacher's journal

Haga clic para agregar notas

Diapositiva 1 de 16 Español (España) 98%

Oral Report Presentation (1)

Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Ver

4

Context

3

Classroom Observations

4

Institutional documents

5

Teacher's journal

6

Survey

Haga clic para agregar notas

Institutional documents

“Los profesores deben incluir dentro de sus planes de estudio una serie de actividades que se enfoquen en la preparación de los estudiantes para la presentación de la prueba saber 11. Revisar el módulo de saber pro Inglés para que lo tomen como referencia...”

Orientación dada por la coordinadora académica del instituto Jean Piaget; tomado de la pág 3, relatoría acta de reunión área de Inglés. 19 de Enero 2016.

Diapositiva 4 de 16 Español (España) 98%



### Appendix G: Transcript. Audio recording of the class

**12/09/2016**

**Topic: News at a local, regional, national and international level.**

**Class activity: Students' posters Presentations.**

To introduce the topic the teacher started the class presenting news about "peace in Colombia".

Students watched some pictures and a video related to it while watching them students shared some comments and personal opinions about peace in colombia, and then they needed to answer some specific questions given by the teacher.

#### **Students' comments:**

"The topic is about peace in Colombia because I can see that in the pictures..."

"The negotiation with the illegal organization in Colombia and the government..."

" These men are Juan Manuel Santos and Timochencko"

"Timochencko is the main character in the FARC"

"The peace is important in our country Colombia"

#### **Students' interventions from the specific questions:**

How long has Colombia been in conflict?

**St #1:** "Colombia has been in conflict... ehh, fifty years..."

Where are the peace dialogs taking place?

**St #2:** "In the Habanna, the peace dialogs are taken pleace in la Habanna Cuba"

How many years did the peace dialogs last?

**St #3:** "I think four years..."

How many people are estimated have been displaced because of the conflict?

**St #4:** "I don't know the number but I know they are going to be back in the places..."

**St #5:** "they are goint to return to their homes... no more."

Who is leading the strong opposition to the referendum from the right wing sector of Colombia's society?

**St #6:** "Alvaro Uribe Vélez is the strong opposition in Colombia"

What are the components of the agreement? Name at least two.

**St #7:** "Reorganize members of the FARC and... mmm

**St #8:** "I know... one is to help victims, so how are they going to repair them and the another point is the drugs..."

**Presentations: Students' interventions:**

1. "My news is about a group of divers, five divers, eh one colombian and four americans, this happen in the island of Malpelo, the history is about that the divers were exploring, diving in the pacific ocean, they needed to be together but two of them were alone because the water was so cold, but they got lost... eehhh, they were worried and they say in the interview that where they disappear in the ocean they all the time thought about the family and the things that happen in life. They say they don't have problems with the sharks , they say the sharks of this part of the ocean are calm but they have problems with the yellowfish because they are so dangerours if they touch any part of your body you will be die in the instant... and also they were all the time together but the other friends are lost, and the family hope to hear news about them...."
  
2. "Bueno, ehh, good afternoon, my new is about how pope San Francisco ask to save the planet, my new was read in El Tiempo newspaper on September.. ehh mmm. The pontificie ask people to defend nature as a central thing in the life. He is the first one on defending green and development... ehh, mmm he call people to work on ecological causes... mmmm he dedicate a letter to the environment and, and, and to work on climate change from the catholic church"
  
3. "My news refers to the city of Cartagena, this city is good for tourism and there is a natural park, very beautiful in that place you can see the most beautiful species of birds in Colombia, with different sizes, and spectacular colors and and shapes.  
This tourist place is not only like a, like a reserve, but also I read it is about the reproduction of the birds because the idea is not only to protect but also is to increase the population of these birds, you can find more than 1.900 birds of 160 species in this park. To visit this park you have to pay 35 pesos, no 35.000 pesos per adult and 30, 30 anddd ahhh 30.000 per child. Thank you.
  
4. "Hello everybody I am going to talk about the Genesis project, the Genesis project is a project, an idea of Claudia Rousses scientist of the physic science institute *Johan Wootne* in Germany, the intention that they want to do with this is to work with bacterias in laboratories a reclaiming explosions to have a multicellular life time. Now the project is only in develop or in the paper develop... and no more, thank you I am reporting and I am Valentino Fontaine..."

5. “Hello I am going to talk about a new, here in my poster is a picture about them, about three teenagers that were lost in el Parque Nacional Farallones in Cali, they were putted as lost by the national police last Saturday afternoon, it’s thought that they got lost and somebody hit them and for that reason they couldn’t go back to their houses by themselves, because they were injured, one of the guys could get out of the park and he asked for help so the rest of them were found and they were taken to the hospital, one of them had a craneoensephalic trauma and the other had an lession in one his leg, the most serious of the injured was taken to the hospital and the rest were attended in the park.. the rescue was complete and we are waiting for more details of the news...” Because the Park Nacional Farallones de Cali is a good destination for many caleños who enjoy walking and ecoturist sports...mmm it is a protected natural area”
6. “Hello my name is Jose Leonardo Piñeros I am talking about the new iphone 7, the iphone 7 was showed out on September the seven in 2016, it has some specific characteristics, it has a water resistance also if have a new bottom. The iphone 7 came with two models, the iphone 7 and the iphone 7 plus, the difference is that the iphone seven plus is bigger than the iphone 7, the iphone has one camera of twelve megapixels, and the iphone 7 plus have a twelve megapixels.. have, ay perdón, has a better camera. The iphone 7 has a colorful menu and it has a new speaker system. It is a good and mmm. Its, its... I don’t know... thank you for listening me.
7. “My poster is about... mmm” (A student reading a passage of a Journal from Spain about Barcelona Team).
8. “Hi, Im goint to talk about an important news, my news is very interesting it is about a city very famous, its name is New York, the city that is called the city that never sleep, I consider all the people want to visit it because It is beautiful and I liked it so much when I visited when I went with my parents... ehh, ok this is all, I think hahaha. Thanks”
9. “This is about the dismissal of president Dilma Rouseff, ex president of Brasil, a journal posted that this is about when Dilma received a lot amount of money, they indicated that that was a violation of the law and that caused that she is out of the power. Some people think this is unfair.... Mmm, that’s all..”
10. “Well, hello, my topic is about the situation in, the hard situation in Venezuela, in Venezuela are happening many problems, because of the economy, because of the, ehh, government, and all of this staff, why is this happening?? Well, many people say it is because of the actual president of Venezuela, Nicolás Maduro, because he is having some problems with the citizens and the social part of all the country, ehh, the citizens want to revoque him, because they are not in agreement with maduros’s ideas,

Maduro is just focuses on selling oil, ehh their economy has got down 4,7 percent of last year, so this is so bad....”

11. My news is about the peace process in Colombia, I have here in my poster some questions that are consider the most important, ehh with the answers, so you can come and read them, I’m not going to read them but I am going to talk about the most relevant, I consider that this is an important time in the history of our country, Colombians ahh, we need to learn and to turn the page to start a new history, we should vote for the yes, and personally I consider I am affected by the war because my grandfather was kidnaped and that was very sad for the whole family. Ehh we need to know how many people are living the war and to consider to stop it... ehh no se que mas decir, ya. Gracias, thanks jajajaja
12. “My new is about when Messi announced that he is, no... that he was not going to play anymore with the National team Argentina. Messi is considered the best player in the world and we need to know that when he was a child he had a problem, ehh mmm, he had a problem, a small problem, so he went to Barcelona to try to solve it. In Barcelona he started playing and he won a lot of prizes and places, now ehh now ehhe he is criticized because he said he want to retire because he is not playing so good, that is why now ehhe, in the last copa America centenario so, in the end of the match Argentina and Chile, Messi announced that he was not going to play anymore. I think that, ehh, esto jajjaa, Messi took this decision because he lost three finals and the people criticized too much so he feels bad, .. ehhe I think that ehhe ehhe he comes back to his team because he is good and his selection needs him to help them”
13. “ Ok, this is about the Bronx in Bogotá Colombia, It was called el cartucho, eh eh eh, it was located in the old Santa Inés neighborhood in Bogota, eh, Bueno, this, this, this is a dangerous place and if we go and visit Bogotá is better if we not go there, but ehhe is important to see that in there live many poor people that, that, that they need help... no more”
14. “I’m going to talk about, mm, I’m going to explain about animals’ abuse, and to start this exposition I need to say that a found a very interesting article in a newspaper that says we just care about animal when they are good but not when they are bad, osea jajaja, I say when they are sick... mmmm, animals cannot care of themselves, that is why we need to do it. Mmm many people abuse of animals in many ways, the worst is when people abandoned, but by the way, nowadays we find many places where people dedicates time and their lifes to save animals that suffer from abuse....”
15. First of all, mm going, I’m going to talk about Brazil and then I’m going to, ehhe, to talk about the olimpics, Brazil is a country located in South America, its capital city is Brasilia, in recenty years Brazil is well known for the, for the.... Mmm se me olvidó esa parte... ok, Brazil has over 206’000.000

residents, Brazil has left behind its boom of well development because of the economic, social and political crisis, and, and due to the corruption and wrong practices... But is important to mention that Brazil has been home of important events in recent years, for example: world cup 2014, and Rio 2016, ehh the olimpic games.... Ehh so, this is all, thank you and sorry...

**16.** I'm explained the problem with a revolution of electronic devices nowadays, I read the news and this one called my attention because I like electronic games and things, and for me everything about that is important, it is about that colombians and all in the world buy this things and buy online... ehh, mm I need to say that in the future the electronic devices will replace people and its important to mention that we need to be careful with that... mmmm, no more, it is all, thank you for listening to me.

### Appendix H: Transcript. Audio recording of the class

#### Transcription Lesson plan # 2 Question game

Students had to answer three questions:

1. What is the less delicious food prepared at the school restaurant?

Answer: beans, beanssss, I don't know how to say albóndigas.

Ok, a complete answer: the less delicious food prepared in the school restaurant is beans...

2. Do you know how often walter combs his hair?

Students' answer: never.... never, sometimes, I don't know, one time for life, he doesn't care about it, when he has an important meeting with other people...

3. Do you know what scares Claudia Rodriguez?

Students' answer: Spanish, the face of Walter because I see that, bad words, who was taking the picture, snakes, cucarachas

#### Question game

**Q1:** What did you do on your last vacation?

Answer: I mmm I was at my home with my family and I slept all day.

**Q2:** to you, what is being honest, tell me a situation

Answer: For me a person that be honest is a person ehh who help in a situation like a ahh how do you say perdida? Lost ehh of ehhe things like ehhe money ehh a cellphone o anything. A situation ehh one day in ehh when I was playing in the, in the stadium ehh I lost my cellphone and one person, a friend ehh to give me back the cellphone.

**Q3:** Who is the most important person in your life?

Answer: the most important person in my life is my mom because she is always with me, she is always helping me and give me the support

**Q4:** Who is the most beautiful woman in the school?

Answer: In this school, I don't think that this school have a beautiful woman

**Q5:** Who is the bravest person you know?

What did she/he do?

Answer: The bravest person for me is my stepfather because he one time, ehh, he saved a little dog in the street, we went, no, we were traveling...

**Q6:** What is the most inspiring person in your life?

What did she/he do to be that inspiring?

Answer: mmmm, I don't know maybe my grandmother.. mmm why... mmm because she is a good friendly person, she is so human...

**Q7:** What makes a person a hero?

Do you have a hero?

Answer: I think that a hero is a person who defends the people that don't have any problem but that are involve in a problem... and no, no I don't have a hero...

**Q8:** What is the celebration that you enjoy the most in Colombia? Why?

Answer: I don't, I have not be in any celebration like festivals... we have just parties at home.

**Q9:** What is the most beautiful place you have been in?

Answer: ahh, ahhh I think is New York because, mmmm I did many things, I was there last year and, and, mmm I like it...

**Q10:** What is a perfect birthday present?

Answer: A car, hahahaha no mentiras, the important thing is the intention hahahaha... really I think so.

### Appendix I: Transcription Radio Program #1

**Introduction St1:** Hello guys, today we begin with the song “tell me why” of supermods. Supermolt is a group form by the Swedish djs ans and steve angelo. This song was their only success placed in the best position in various European countries. Tell me why makes part of the .... Genre.

**Song and singers: St2:** Hi students, this is the ..... and we are going to start with “I’m yours” Which is performed by the british singer jason mraz. There are some interesting facts with today in history.

**Today in history: St3:** Today in history in 1882 the union general at eighteen president .... was born in ohio. On this day in 2005 vladimir putin became the first Russian president to visit Israel. On this day in 4977 dc the universe was created according to the german mathematician and astronomer johan sketpler, of course he was a little wrong

**Song and singers: St4:** This is katy perry with “part of me”. Katy perry in her beginnings used to sing Christian music

**News: St5:** Today there is pre icfes preparation for eleven grade

**St6:** Hi. If you like movies why not see a good movie today. The school in a club invites you to enjoy the picture of dorian grey. This film is based on the Oscar wild novel with the same name. just have lunch in the school and join us

**Song and singers: St6**This is give my heart a break by demi lovato. She rose to fame for her role as mitchi torres in the ... original movie of Disney

**Did you know that...?: St 7:** I guess you didn’t know this, so listen carefully because this is “did you know that?”

If you are in a room of 35 people there is a probability of 85% for two people sharing the same birthday. It is more probable to be killed by an asteroid than to win lottery. Did you know that the first .... Of the marrow company died of a lung cancer. Did you know that walt Disney was afraid of mice.



Did you know that George Clooney, this handsome actor believe it or not sometimes sleeps in the closet of his mansion. he says the regular rooms seem to .... Him

Did you know that playing music while a patient is in a surgery reduce anxiety and calm her in post recovery

### **Conversation**

**St7:** Good morning, how are you? Fine, good? Jajajaja what do you do for fun?

**St 8:** I play volleyball in the coliseo on weekends

And you?

**St 7:** I just play the drums and I play soccer and chill out

And you, what do you do for fun?

**St 8:** I play volleyball with Daniela in the coliseo

Ahh ok, good, very good

**St 7:** Hi people, we are going to ask you a question about something, so what would you choose between one a strong and handsome man and one older and ugly millionaire.

**St 8:** I would prefer a the millionaire

**St 7:** Ohhh you like the money

**St 7:** Now is your turn guys, what would you choose between one ... of Ferrari and five girls in bikini?

**Answer:** Obviously, I would choose the Ferrari because is more use it

Ok ok jaja

**St 8:** Now you, what would you choose between five girls in bikini and a Ferrari?

**Answer:** Ok man, I would choose the Ferrari because it is more rentable.

Jum jajaja

**Farewell:** Bye, bye.

Bye.

See you..

Bye...

**Appendix J: Transcription First Focus Group****Trans # 5****Focus Group:**

**Interviewer:** Buenos dias chicos

El objetivo de este focus group es obtener sus percepciones a partir con lo que se ha venido desarrollando con sus clases de ingles con la implementacion del programa radial y las demas actividades. La idea es que ustedes me cuenten de manera muy sincera sus percepciones y sus puntos de vista

Primero que todo me gustaria que se presentaran, que dijeran su nombre y de que grado son y si quieren decir algo particular de ustedes y si no empezamos con la discussion, vale?

Buenos dias mi nombre es Luciana Jaramillo y estoy cursando el grado 9°

Buenos dias mi nombre es catalina Navarro y soy del grado novena

Buenos dias, soy sofia franco y estoy cursando el grado decimo

Buenos dias soy juan felipe duque y pertenezco al grado 10

Buen dia mi nombre en juana Espinoza y estoy en grado 10

Buen dia mi nombre es juan camilo saravia y estoy hacienda 10

**Interviewer:** Ok, vale muchas gracias. Para empezar me gustaria que ustedes me comentaran si les gusta el ingles si / no y porque? Que me dieran razones de que piensan.

**St1:** pues en general es bastante interesante porque bueno es chevere aprender otro idioma ademas del español que sepas que puedes comunicarte con otras personas, que no sea solamente por un idioma si no por mas. Pues desde pequeña mis papas siempre han tratado de inculcarme que aprenda otro idioma y pues el que siempre se hadado mucho más facil de aprender ha sido ingles, pero pues logicamente uno tiene la idea de querer aprender más para poder comunicarse de otras maneras con la gente.

**St2:** en lo que a mi respecta a mi me gusta mucho el ingles y pienso que es uno de los idiomas que más se habla en cualquier parte del mundo y que es pues importante que lo sepamos pero aparte de lo academic y lo que pueda ser para nuestro future ehh es muy interesante que podamos interactuar en otro idioma con otras personas sin tener como un tipo de frontera y no poder expresarnos con otras personas.

**St3:** pienso que el enriquecimiento cultural que te da poder hablar otro idioma ehh no solo para nivel personal sino que te abre puertas en nose en el ambito laboral o y como ya lo decian mis compañeras en el tema de comunicaciones y poder interactuar y compartir con otro tipo de personas

**Interviewer:** alguien más? muy muchas gracias. Ahora mi pregunta es:

Te gusta hablar en ingles?

**St1:** pues a mi me gusta mucho hablar en ingles pero no se me da aveces los espacios para hablarlos. El unico lugar en el que puedo hacerlo es en las clases de ingles y cuando estamos hablando especificamente de speaking que es donde puedo hablarlo, aunque aveces no es muy fluido pero pues a traves de la clase ehh voy mejorandolo y pues pore so me gusta hablar.

**St2:** pues si, en mi caso es lo mismo pues ahh pues alguna familia mia pertenece a estados unidos pero pues con ellos algunas veces hablo en inglés pero otras no tanto entonces como que ehhe algunas veces lo práctico otras no, no es tan fluido pero si me gusta mucho hablarlo.

**St3:** pues a mi me gusta, me parece interesante practicarlos aunque pues si muchas veces no se dan los espacios pero cuando si se pueden dar yo trato de aprovecharlos y yo creo que mis compañeros tambien. Y pues a traves del tiempo vamos desarrollando cierto tipo de fluidez aunque todavia no es de un buen nivel

**Interviewer:** chicos, ahora quiero saber si a ustedes se les facilita de acuerdo a lo que ustedes consideran o se les dificulta hablar en ingles y cuentennmen por que y como lo saben?

**St1:** bueno ehh a mi me parece que de las ramas del ingles que estan la gramatica, el reading y writing el speaking es como lo que mas me gusta y en lo que mejor me desempeño ehh y yo creo esto y me baso de esto porque en las actividades que se realizan yo me siento segura a la hora de hablar en ingles y no me da miendo ni pena entonces consider que soy buena en este tema

**St2:** ehh pues si, pues eehhhh, consider que se me facilita, otras veces no tanto pues ehhe pues porque a la hora de hablarlo pues si me siento como que digo ahh si sé esto pero pues otras veces dudo y digo sera que esto esta bien o sera que esto está mal pero pues en su mayoria se me facilita entenderlo y hablarlo

**Interviewer:** alguien más? bueno entonces continuamos. Ustedes consideran que las actividades implementadas en nuestra clase, en pro del desarrollo del programa radial, es decir nuestras nuevas actividades le han ayudado a mejorar su habilidad oral en ingles y cómo lo nota?

**St1:** siempre si ayuda bastante porque por ejemplo las exposiciones y ahora el programa radial hace que nos desenvolvamos más facilmente que pues si a que el idioma sea más fácil aprenderlo y hablarlo

**St2:** pues nos sentimos como más seguros y tenemos más confianza de lo que estamos hablando y como que nos soltemos un poco más con el idioma

**St1:** Si porque normalmente no hay campos en donde puedas hablar asi de libre el ingles, entonces es como en la clase y más actividades que a uno le puedan enseñar

**St3:** y pues es un proceso gradual, osea uno nota que clase tras clase un ova como progresando aunque sea de una manera lenta pero pues si se nota el progreso y pues ese tipo de actividades ayudan a desarrollar la habilidad del habla

**St4:** pues yo pienso que muchas personas o en mi caso ehh se nos facilita más la gramática en el ingles y estas clases ehh lo que ayudan es a aplicar esa gramatica que sabemos aplicarla en el speaking y pues hace que nos soltemos más y pues eso nos ayuda, es un refuerzo.

**St5:** no pero pues creo que ya lo dijeron todo

**Interviewer:** Buenos chicos, ustedes consideran que el programa radial es una buena estrategia para mejorar su fluidez y precision en su habilidad oral?

**St1:** bueno yo creo que si porque ehh al estar hablando como de temas que nosotros escogemos y realmente nosotros somos los que realmente armamos la estructura de como lo vamos a montar ehh yo creo que si porque hablando de temas que te gustan siempre ehh como la fluidez y la facilidad es mayor entonces pienso que esto es un buen enfoque y que esta actividad te ayuda para mejorar tanto pronunciación como fluidez y porque pues en el programa hay que improvisar y te ayuda come que pues vocabulario que tenias guardado en el momento te salga y puedas seguir

**St2:** si y como no es una estructura tan rigida le da a uno como el espacio de poder interpretar lo que va a decir y buscar de una manera mas adecuada lo que usted esta diciendo pero pues no tiene la presión de que es algo practicado algo mecanico si no algo más natural mas libre

**Interviewer:** consideran que la estrategia que se esta implementando en su curso con respect a la implementacion del programa radial fortalice su habilidad oral? Si/ no y por que?

**St1:** bueno yo creo que si, en cuanto a las actividades en general aparte del programa radial son un poco mas como en una linea recta y nos enseñan un vocabulario preciso entonces a la hora de aplicar un vocabulario que aprendimos con actividades especificas nos desenvolvemos mayor en cuanto al programa radial ehh que serian como dar nuestros puntos de vista y lo que nosotros pensamos de una forma más tranquila ehh pero pues con la influencia de las clases que nos implementaron los conocimientos básico de vocabulario

**St2:** pues yo creo que la mayoría hemos notado el progreso asi sea poco pero se ha notado como ese cambio positive, el avance

**St3:** la pena también es un factor que ha muchos les impide ehh desenvolverse y hablar bien el ingles porque si lo saben pero tienen pena no se van a sentir seguro de hacerlo

**Interviewer:** Y ustedes cree que estas actividades de speaking les ha permitido mejorar un poco pues con el tema de practicar?

**St1:** puyes nos ayuda a entrar en confianza, y pues cada vez usted se siente más seguro y va dejando esa misma pena. Usted sabe que lo que va a decir osea ya lo ha practicado y pues ayuda a que tenga más facilidad usted de hablarlo

Buenos chicos muchisimas gracias por participar, su opinion es muy importante.

## **Appendix K: Transcription - audio recording of the class**

### **Transcrip – Topic: Situations debate**

#### **1. Christmas vs San pedro**

St1: I prefer san pedro, for me is better to dance and travel to neiva with friends. No more.

St2: No, you are crazy, is better to stay with the family, you can travel to any place with your family too. I prefer to be with my family and celebrate Christmas, mmm, because I eat too much food and they give me many many presents. Mmm, heee I make, no, I write a long list of things and all my family give me the presents. Ajajaja

#### **2. Traveling with the family vs traveling with friends**

St1: I chose travel with family, mmmm, because I don't have too much money and I ... I no.... I can, no, I can not buy whatever I want, but, mmm but, my parents, they have money, so they can give me some of their money.

St2: No, I think is more fun to travel with friends, because for example in the car you can listen the music you want. Eh, because the parents listen old music, jajaja, they also are very serious and with your friends you can say, ehh, mmm, ay! bromas, and so is more fun. I am going to have a trip with my friends next month.

#### **3. Playing a sport vs going to the gym**

S1: mmmm. I like to go to the gym but I can not because I have to be here in the school and I also have many homeworks, eh, I have

homeworks every day and I finish the classes at 4:00 pm, so bored, so I go to the gym on weekends, and in my vacations. To go to the gym is better because you, you, mmmm, eh if you want to look handsome you can, and is faster, you can have better muscles. Jajaajaja and with playing soccer you don't.

St2: Of course yes, is better if you play a sport, ja, if you are ugly you are ugly jajajaja, I don't like the men like that, I prefer that he plays a sport with me, volleyball for example, I, I say, mmm ehh, I say I like to play a sport. Is better.

#### **4. Watching a movie at home vs watching a movie at the cinema**

St1: I consider is more relax at home... mmm of course if you have pop corns, and soda, and candies and, mmm and nachos maybe, and everything that you buy in Cinemark for example. Mmmmm. If you have all of this, yes

is better in your home, in, in, you bed, mmmmm, eh, is better, is much better to watch the movie there, because, if you, if you, mmm, mmm se duerme, mmm, is not problem, you can repeat the movie in the next day.  
 St2: I am, no, I don't, mmm I don't in agreement, si? , I don't in agreement I like the cinema because the sound, because, is more fresh, because, I like it jajajaja, no, because the image is better is more clear. For movies is obvious better the cinema.

### **5. Living after getting married vs living before getting married**

St1: mmm I don't know, but to have a love is very good. And my parents are marry, mmm or married?, married, and they live happy. So maybe is better to live after to be married.

St 2: That could depend on the person no? I don't know, mmmmm maybe both ways are good. I don't know already, eh, no, yet.

### **6. Having a baby during the twenties vs having a baby during the thirties.**

St 1: I can say that having a baby in the thirties or after the thirties, because before you are young, you can not travel far, or go to any place at any time, Bueno jejeje, eh, well, is not directed that you can not, but is not easy with a baby, I think.

St 2: yes, she is right, I consider is better when you are more, mmmmm, ... older, so you enjoy the life.

### **7. Abortion vs adoption**

St1: I remember last month we had a class about this, abortion is normal, adoption is good, I say, mmm, for example, mmm in my case, I think is better the adoption but if , for example, mmm if you have problems and you don't have money or you don't have a serious... a serious, mmm boyfriend or couple, you can go to the hospital and you can talk with a doctor and abort, I know in Colombia is no legal, but is, but, the people, mmm, como es? Pelea? Fight eso, por eso, jajaja so you can fight too.

St2: I think we need to adopt babies and pets, they need a home, and love, and, and, that you care for him..mmm. I think is better to adopt and no having babies, I do not.... Because we can see many babies in, in, eh in bienestar familiar...

### **8. Meeting your friends online vs meeting your friends face to face**

St1: In my personal opinion I think is depending in your case, for example my bff, lives in Brasil, so I chat with her in skype, but eh, eh, my friends from the school , mmm I see them here, and is ok, is good because we see, but we chat in whatsapp and facebook and skype too... that all.

St 2: I prefer to meeting my friends face to face, for example to go eat and to the cinema is better I think.mmmm also is better because you,you. Mmm you can tell, no, you can , como se dice compartir? Ok, share, you share your secrets.. jajjaja

**9. In favor of the peace dialogs with FARC / against the peace dialogs with FARC (YES vs NO)**

St 1: I am with the better thing for my country... some people say yes, some people say no, but, eh. Mmmm I think I am going to say yes, because is better that the farc don't kill more people. I consider this is good.

St2: My family say no because they say that, that, eh, that they are not going to end, no se van a acabar, no se, pero, eh, but, I think they want to talk, and maybe the things are going to change.



**Appendix L: Transcription Radio Program #2**

**Introduction St1:** Good morning everybody, thanks for listening to us, we are going to make you laugh, I'm sure, but first lets listen one good song called "call me maybe" I don't remember the name of the singer hahahahaha but is good, very good song, lets listen it.

**Song and singers: St2:** Hi teachers and students of Jean Piaget school, this is our second and the last radio program for this year, and to begin with the program we are going to listen to one of my favorite singers "Adele" the song is called "set fire to the rain". I want tell you a Little about her, the full name is **Adele Laurie Blue Adkins**, she born 5 May 1988, she is an English Singer and songwriter. She is famous because of her good rhythm and charismatic personality.

My friend Catalina Navarro is going to talk about a important fact in history, well... it is about something that happened here in our school two years ago... "very good memories" hahahaha

**Today in history: St3:** Hello friends, today in history in 2014 we all, all the Jean Piaget school community celebrated the family day here in the school, we had much fun, it was a great day, we used to celebrate this special date on this day, I mean today, but now we don't, I don't know why but the coordinator changed the date.

Two years ago our teachers worked with us with different projects and we showed them to our parents and friends and people of other schools, they loved them. We also sold candies and different food, we prepared the food, for example I learnt to make cupcakes hahahahaha. We stayed here in the school the whole day, we played, ate, danced, and watch some funny videos of different students. And we listened to the principal and the coordinator words too. I like the words they said.

**Song and singers: St4:** This is Amy Winehouse with the song "you know im not good". Amy Winehouse died of alcohol poisoning on 23 July 2011, with 27 years old.

**News: St5:** I need to say Im happy because we are almost done with the school year, I want vacations right now.

**St6:** Where are you going for vacations Mateo?

**St5:** Im traveling to Miami and If you have read the news these days you know that the thematic parks in orlando have opened new and cheap shows to the tourists, so we are going there.

**Song and singers: St6:** Ok guys before telling you the curious facts we have for you in the section did you know that... lets listen to another good song by Maroon 5, this is "one more night"...

**Did you know that...?: St 7:** Ok, now lets go with did you know that section; listen because I think you don't know this: tell them Juana hahahhaa

**St 8:** Yes, listen, today I have three curious and important facts:

To make a pound of honey, bees need to visit more than two million flowers and fly around 50,000 miles.

Did you know that in Britain, you won't get food poisoning from eating chicken.

Well, at least not salmonella. They've vaccinated their chickens against the bacteria.

Electric cars are nothing new; they actually pre-date the Ford Model T.

By 1900, one-third of all cars on the road were electric.

**Farewell: St 9:** Hi school, how are you? my name is Valentino and before say good bye I want to thank you and thank our teacher and we hope we continue with the radio program next year, and in the beginning of the year we will tell you about the vacations because we will go to different places, verdad, hahahhaa, is right? Hehehe. Ok bye I choose the last song I hope you like the song.

**St 10:** Yes, I want to say bye and say please listen to us next year, have a good vacation with you family, and if you have boyfriend with you boyfriend hahahha, bye bye.

The last song my friends is "locked out of heaven" and the singer is Bruno Mars. Byeeeee.

**St 9:** Bye bye.

**Appendix M: Transcription Second Focus Group**

**Interviewer:** Hola chicos

El objetivo de este focus group, de esta entrevista grupal, es obtener sus percepciones, sus opiniones sobre las clases de inglés en las que hemos trabajado este tiempo la planeación y grabación del programa del programa radial. La idea es que ustedes me cuenten qué les ha parecido todo el proceso y si les ha aportado o no, en su proceso de aprendizaje y uso del idioma inglés.

Primero que todo me gustaria que se presentaran, que digan su nombre y de que grado son y luego si empezamos con la entrevista.

Buenos días mi nombre es Santiago Espinosa y estoy cursando el grado 10°

Buenos días mi nombre es Sara Bermeo y soy del grado 9°

Buenos días, soy Carlos Fernando Cuestas y estoy cursando el grado noveno

Buenos días soy Santiago Guzmán y pertenezco al grado 10°

Buen día mi nombre es Oscar Vasquez y estoy en grado 10°

Buenos días, soy Mateo Veintimilla y estoy cursando el grado 11

Buen día mi nombre es Lilia y soy del grado 10°

Buenos días soy Laura y pertenezco al grado 10°

**Interviewer:** Bien, ok, muchas gracias. Para empezar me gustaria que ustedes me comentaran si les gusta el ingles si / no y porque? Sus opiniones personales...

**St1:** A mi si me gusta, me parece chevere hablar otros idiomas, y pues el inglés es un idioma que se habla en todo el mundo así que por eso me gusta más. Mmm, creo que a parte de ser un idioma que se hable en todo el mundo, es un idioma que se escucha muy chevere, jajajja si , si me gusta mucho.

**St2:** Sí profe, si me gusta y aunque al comienzo cuando empecé en este colegio no me gustaba mucho, ahora sí.

**Interviewer:** ¿Por qué no te gustaba antes?

**St2:** tal vez porque en el otro colegio no lo practicaba mucho. Las clases eran muy normales, no importantes. Ahora si en realidad me gusta y sé que es hablar inglés también.

**St3:** pienso que el inglés es un idioma que te ayuda mucho, me gusta porque yo he podido viajar a otros países donde se habla inglés y para mí ha sido más chevere la experiencia, que para mis papas y es precisamente porque yo se hablar inglés, bueno porque me gusta y trato de practicarlo, así no lo hable perfecto perfecto.

**Interviewer:** alguien más?, bueno muchas gracias. Ahora mi pregunta es:

Te gusta hablar en ingles?

**St1:** A mi si me gusta hablarlo, y me gusta mucho cuando ustedes los profesores nos hablan en inglés no solo en las clases, sino afuera, esa es otra manera de practicar y de mejorar también, porque cuando los escuchamos a ustedes los profesores hablar entre ustedes también aprendemos. Chevere que se dieran mas espacios en el colegio para hablar en inglés, mire que tengo varios amigos que me dicen que quieren participar en el programa de radio, amigos de otros cursos, y es por eso porque pues los espacios de hablar inglés son solo en las clases. En cambio con el programa radial, el otro día que lo escuchamos en el almuerzo todos empezaron a hablar en inglés y a corregir varias palabras que se pronunciaron mal ajjjajaja, eso también sirve de práctica jajajaja.

**St2:** Si me gusta hablar en inglés y me gusta que ahora como que todas las clases se han enfocado en eso, en hablar, y eso es chevere, antes escribiamos casi siempre, me gusta hablar y así no sea como muy fluido todavía, he aprendido arto vocabulario y a través de la práctica he mejorado por eso ahora participo más en clase.

**St3:** Si me gusta mucho profe, y me gusta cantarlo también, por eso canté en el programa de radio, se me burlaron pero canté jajajaja, yo creo que ahora a mi a mis compañeros nos gusta más porque nos hemos puesto las pilas a practicar mas speaking. Y pues a traves de la práctica vamos desarrollando cierto tipo de fluidez.

**Interviewer:** chicos, ahora quiero saber si a ustedes se les facilita de acuerdo a lo que ustedes consideran o se les dificulta hablar en ingles y cuentenmen por que y como lo saben?

**St1:** Yo considero que se me facilita siempre y cuando sepa del tema del que se va a hablar, por ejemplo como en las presentaciones, como tuvimos tiempo para prepararnos y usted nos ayudó a preparar el discurso pues fue mucho mas fácil, lo mismo en la radio, cuando uno conoce al menos un poco del tema y más si le gusta, jumm, pues ahí si fluye, pero pues otras veces no tanto si no es interesante el tema para hablar y lo mismo, si uno no tiene conocimiento.

**St2:** Si se me facilita si practico y lo sé porque eso me ha pasado, cuando hablamos con mis compañeros y nos ayudamos es cuando más se me facilita. Y bueno ahora se me facilita mas que antes porque ahora hablamos arto en inglés, y practico en la casa para lo que vamos a decir aquí y cuando grabamos para salir bien jajajajaja.

**St3:** a veces se me facilita otras no tanto, porque a veces como que dudo mucho, pero pues yo creo que ahora hemos mejorado en fluidez por lo que hablamos arto en clase y escuchamos esos videos y a nosotros mismos en las grabaciones de la radio, entonces es mucho más facil para todos, y cuando digo no tanto es porque a veces digo algunas cosas y no se si están bien o no.

**Interviewer:** alguien más? bueno entonces continuamos. Ustedes consideran que las actividades implementadas en nuestra clase, en pro del desarrollo del programa radial, es decir nuestras nuevas actividades le han ayudado a mejorar su habilidad oral en ingles y cómo lo nota?

**St1:** Si, y yo creo es basicamente porque el programa de radio ha sido de gusto de todos, y nos ha ayudado bastante todo porque aparte de que hablamos todo el tiempo en inglés pues las actividades y el feedback que nos damos entre todos nos ha ayudado a hablar de la manera correcta, para así hablar bien en el programa de radio.

**St2:** A mi me parece que con las actividades y como nos da oportunidad para grabar dos veces el programa y que así salga bien, pues asi nos sentimos como más seguros y tenemos más confianza al hablar, los temas han sido cheveres y eso nos gusta, eso hace que nos soltemos más al hablar, que se nos facilite más usar el inglés.

**St1:** Si porque las clases normales como que no tenemos tanta profundiación en hablar, y más hablar asi de libre, con juegos, con temas propuestos por nosotros y así.

**St3:** Yo considero que es un proceso gradual, osea uno nota que clase tras clase uno va como progresando y pues si claro ese tipo de actividades ayudan a desarrollar la habilidad del habla

**St4:** Yo pienso que nos ha ayudado en todo porque ponemos en práctica lo que escribimos, lo que consultamos, a hablar sobre un tema específico, hemos aprendido mucho vocabulario para hablar exactamente en los términos que se necesitan y así, y claro como practicamos pues ya somo más fluídos al hablar, y para las grabaciones nos escuchamos rápido si...

**St5:** Sí, es eso. Yo también digo que, bueno todos decimos que si hemos mejorado, y que ojalá continuemos el próximo año también así con estas actividades.

**Interviewer:** Buenos chicos, ustedes consideran que el programa radial es una buena estrategia para mejorar su fluidez y precisión en su habilidad oral?

**St1:** bueno yo creo que si porque hemos practicado eso, con las actividades se nos ha desarrollado eso, la fluidez y la facilidad, la forma como precisa de decir las cosas, estas actividades nos han ayudado también a mejorar pronunciación, y pues repito lo que han dicho mis compañeros, como los temas nos gustan pues así es también hasta fácil improvisar en el programa también.

**St2:** si porque le da a uno el espacio de poder interpretar lo que va a decir y buscar de una manera mas adecuada lo que se va a decir y de usar todo el vocabulario que hemos aprendido...

**St3:** si nos ha ayudado mucho, si escuchamos el programa nos damos cuenta de eso.

**Interviewer:** consideran que la estrategia que se esta implementando en su curso con respecto a la implementacion del programa radial fortalice su habilidad oral? Si/ no y por que?

**St1:** bueno yo creo que si, en cuanto a las actividades en general aparte del programa radial son un poco mas como en una linea recta y nos enseñan un vocabulario preciso entonces a la hora de aplicar un vocabulario que aprendimos con actividades especificas nos desenvolvemos mejor en cuanto al programa radial ehh que serian como dar nuestros puntos de vista y lo que nosotros pensamos de una forma más tranquila ehh pero pues con la influencia de las clases que nos implementaron los conocimientos de vocabulario.

**St2:** Todos hemos notado un progreso profe, vea hasta lilia habla jajajajaja, no mentiras si, todos hablamos más.

**St3:** Si nos ha ayudado bastante, creo que nos faltaban mas actividades así. Fueron muy cheveres y aprendimos mucho.

**St4:** Si la ha fortalecido, hemos mejorado en speaking arto. Somos más fluidos al hablar y hablamos como con más desición.

**Interviewer:** Qué es lo que más les ha gustado de las activides, en qué notan más el mejoramiento en sus clases de inglés?

**St1:** pues nos ayuda a entrar en confianza, y pues cada vez usted se siente más seguro y va dejando esa misma pena. Usted sabe que lo que va a decir o sea ya lo ha practicado y pues ayuda a que tenga más facilidad usted de hablarlo.

**St2:** Hablamos ahora con más facilidad.

**St3:** Me ha gustado que son actividades muy dinámicas.

**St4:** Que ponemos en práctica todo lo que nos enseñan en inglés.

**St5:** A que hablemos de manera correcta en inglés.

Gracias chicos, que sigan con la misma energía. Muchas gracias.

## Appendix N: Lesson Plan

**LESSON PLAN**

NAME OF THE TEACHER(S): Érika Páez Sánchez &amp; Aranza Cathalina Laiseca

SCHOOL: Corporación Educativa Amigos Instituto Jean Piaget

<b>GRADE: A2</b>	<b>LENGTH OF THE CLASS:</b>
<b>OBJECTIVE: To classify and present news at the local, national and international level in a poster display</b>	<b>TOPIC: Local-National-International News</b>
<b>SKILLS: Listening /Speaking</b>	<b>LANGUAGE FUNCTION(S): Give information and opinions</b> <b>Grammar: Past and present simple</b> <b>Lexical: News, information, dates, history...</b> <b>Social: Taking turns</b>
<b>MATERIALS: Students' Posters, Video, flashcards</b>	

STAGE OF THE LESSON	Name of the activity	Procedure	Time
<b>Pre-activity</b>	Warm up activity: Show & tell - matching	The teacher will show some pictures related to the vocabulary used to talk about the peace process in Colombia. (Peace process, main characters, international organizations, dates). The task is that students will have to relate the pictures to a set of sentences. After that, the teacher will support students' answers by talking about the peace process in la Habana.	20 Minutes
<b>While-activity</b>	Video: Colombia & FARC Agree to Cease fire in Historic Peace Deal, Begin Long Process of Implementation <a href="https://www.youtube.com/watch?v=__MOGRzvKY">https://www.youtube.com/watch?v=__MOGRzvKY</a>	Students will be divided in groups and the teacher will give them two specific questions about the video. They will watch the video and the teacher will ask them to share the vocabulary that they could identify and relate to their previous knowledge. After that, they will answer the questions and share their answers with the whole class. During this activity, students will be free to give personal opinions, ask questions or add comments. (Discussion).  How long has Colombia been in conflict? Where are the peace dialogs taking place? How many years did the peace dialogs last? How many delegations are being part of the dialogs? What will Timochenko and Colombia's president Juan Manuel Santos announce? What will Timochenko and Juan Manuel Santos do to make the announcement? How many people are estimated have been displaced because of the conflict? Who is leading the strong opposition to the referendum from the right wing sector of Colombia's society?	30 Minutes



		<p>Why did Mario Murillo say that “it is the beginning of the end of the military conflict between the government and the FARC rebels”?</p> <p>What are the components of the agreement? Name at least two.</p>	
<b>Post-activity</b>		<p>The teacher will report news as an example so that students can do it by themselves. Before coming to class students need to look for a news and they will have to get prepared to report it to the whole class. To support their presentation, students will bring a poster. The poster should have the headline, the date and the place where the news takes place and pictures.</p> <p>As a poster session, students need to go around the classroom listening to all the presentations.</p>	40 Minutes

## Appendix O: Lesson Plan

## LESSON PLAN

NAME OF THE TEACHER(S): Érika Páez Sánchez &amp; Aranza Cathalina Laiseca

SCHOOL: Corporación Educativa Amigos Instituto Jean Piaget

GRADE: A2	LENGTH OF THE CLASS:
OBJECTIVE: To ask and answer questions about students' life experiences in a "question" game	TOPIC: Curious facts
SKILLS: Listening /Speaking	LANGUAGE FUNCTION(S): Ask and answer questions, report facts Grammar: Wh questions, present simple and past simple Lexical: Dates Social: Taking turns, pair work
MATERIALS: Students' Posters, Video, flashcards	

STAGE OF THE LESSON	Name of the activity	Procedure	Time
Pre-activity	Warm up activity: answering funny questions	<p>The teacher will stick three funny questions on the board. Students will play "pass pass stop" and that will determine the ones who are going to answer the questions.</p> <p>The teacher will show some pictures related to the questions.</p> <ol style="list-style-type: none"> <li>1. Do you know what scares Claudia Rodriguez?</li> <li>2. Do you know how often Walter combs his hair?</li> <li>3. What is the less delicious food prepared at the school's restaurant and why?</li> </ol>	15 minutes
While-activity	Roulette game:	<p>The teacher will present some examples using present and past tenses and WH questions as a review in order to support the students to use the language accurately.</p> <p>The roulette itself is going to have a set of questions that students should answer while playing with it.</p> <ol style="list-style-type: none"> <li>1. Who is the bravest person you know?</li> </ol>	40 Minutes

		<p>What did she/he do?                  2. What is the most inspiring person in your life?                  What did she/he do to be that inspiring?                  3. To you, what is being honest?                  Tell me a situation where you saw a person being honest.                  4. What makes a person a hero?                  Do you have a hero?                  5. Who is the most important person in your life? And why?                  6. Who is the most beautiful woman/man in the school?                  7. What is the celebration that you enjoy the most in Colombia? Why?                  8. What did you do on your last vacation?                  9. What is the most beautiful place you have been in?                  10. What is a perfect birthday present?</p>	
<p><b>Post-activity</b></p>		<p>Students will discuss with a classmate about the answer they like the most and the one they dislike. The teacher will be walking around listening to students' comments and taking notes about some possible grammatical mistakes when using the foreign language to in order to give some feedback to the whole class at the end of it.</p>	<p>30 Minutes</p>

## Appendix P: Lesson Plan

### LESSON PLAN

**NAME OF THE TEACHER(S):** Érika Páez Sánchez & Aranza Cathalina Laiseca

**SCHOOL:** Corporación Educativa Amigos Instituto Jean Piaget

<b>GRADE:</b> A2	<b>LENGTH OF THE CLASS:</b>
<b>OBJECTIVE:</b> To present information about singers from all over the world in a power point presentation	<b>TOPIC:</b> Singers from all over the world
<b>SKILLS:</b> Listening /Speaking	<b>LANGUAGE FUNCTION(S):</b> Reporting information <b>Grammar:</b> Present simple and past simple <b>Lexical:</b> Adjectives, actions and being verbs <b>Social:</b> Pair work
<b>MATERIALS:</b> Students' power point presentations	

STAGE OF THE LESSON	Name of the activity	Procedure	Time
Pre-activity	pictures	<p>The teacher will show some pictures and students will have to talk about them by answering some specific questions.</p> <p>Young pregnant woman: what do you think about being pregnant at a young age?</p> <p>Traveling with the family: what do you think about traveling with your family?</p> <p>People at the gym: do you like going to the gym? Why?</p> <p>Being single: what do you think about being single?</p> <p>People celebrating Christmas: do you like Christmas? What do you do in Christmas time?</p>	15 minutes

<b>While-activity</b>		<p>Students will work in groups of four. Each group will have two situations to discuss about and give their personal opinion.</p> <p>Christmas vs San Pedro</p> <p>Traveling with the family vs traveling with friends</p> <p>Playing a sport vs going to the gym</p> <p>Watching a movie at home vs watching a movie at the cinema</p> <p>Living after getting married vs living before getting married</p> <p>Having a baby during the twenties vs having a baby during the thirties.</p> <p>Abortion vs adoption</p> <p>Being single vs being in a relationship</p> <p>Meeting your friends online vs meeting your friends face to face</p> <p>In favor of the peace dialogs with FARC / Against the peace dialogs with FARC (YES vs NO)</p>	30 Minutes
<b>Post-activity</b>		<p>Students will share a personal or close experience related to the topics discussed before and then one member of the group will report one case to the whole class.</p>	35 Minutes

**Appendix Q: Radio Program Format****Radio program****Date:****Length:** 30 Minutes**Place:** Jean Piaget school

<b>Section</b>	<b>Description</b>	<b>Students in charge</b>	<b>Time</b>
<b>Introduction</b>	In this section students will introduce themselves as well as the program (the different sections of the program) and will greet the community.		5 Minutes
<b>Today in history</b>	In this section students will talk about some important events that happened in previous years on the same day and month the program is being broadcasted.		6 Minutes
<b>Songs and singers</b>	In this section students will give a short introduction to the songs, as talking about the singer and some interesting facts.		5 Minutes
<b>News</b>	In this section students will present news related to the school, as well as local, national and international news. (Song and singer)		6 Minutes
<b>Did you know</b>	In this sections students will talk about funny, curious or amazing facts		6 Minutes

<b>that...</b>	that people do not usually know. (Song and Singer)		
<b>Farewell</b>	In this section students will thank the audience and will invite the people to listen to program again. They will say goodbye.		2 Minutes

As a previous activity, students will present the radio program in the classroom so that the teacher can give them some feedback before recording it.

**Appendix R: Focus group interview format****Focus group interview**

<b>Stages</b>	<b>Description</b>
Welcoming	In this stage the teacher will welcome and thank the students for being part of the focus group interview.
Overview of the topic	In this stage the teacher will tell the students what the focus group is about and what is its objective.
Setting the tone	In this stage the teacher will ask the students to introduce themselves and to share something they consider interesting or funny about them.
Opening question led by the moderator	¿Te gusta el inglés? ¿Por que?
Participants' discussion and interaction through in-depth questions	<ol style="list-style-type: none"> <li>1. ¿Consideras importante saber hablar en Inglés? ¿Por que?</li> <li>2. ¿Te gusta hablar en Inglés?</li> <li>3. Se te facilita o dificulta hablar en Inglés? ¿Por qué? ¿cómo lo sabes?</li> <li>4. ¿Consideras que las actividades implementadas en clase en pro al desarrollo del programa radial te han ayudado a mejorar tu habilidad oral en Inglés? ¿Cómo lo notas?</li> <li>5. Te gustó participar en el programa radial? ¿Por qué?</li> <li>6. Consideras que el programa radial es una buena estrategia para mejorar tu fluidez y precisión en tu habilidad oral?</li> </ol>
Closing question	¿Consideras que la estrategia que se esta implementando en su curso con respecto a la implementación del programa radial fortalece su habilidad de oral? ¿Por que?
Goodbye	In this stage teacher will thank students for participating in the focus group interview.



This screenshot shows a PowerPoint presentation slide titled "Do you enjoy traveling with your family?". The slide features a photograph of a family of four (a man, a woman, and two children) standing on the stairs of an airplane, smiling. Below the image, the text "Do you enjoy traveling with your family?" is displayed in a large, black, sans-serif font. The slide is part of a presentation named "lesson 4 pre-debate" and is the second slide of five. The interface includes a ribbon with tabs for Inicio, Insertar, Diseño, Transiciones, Animaciones, Presentación con diapositivas, Revisar, and Ver. The status bar at the bottom indicates "Diapositiva 2 de 5" and "Español (España)".


This screenshot shows a PowerPoint presentation slide titled "Do you like going to the gym? Why?". The slide features a photograph of several people, including a woman in a red tank top and white shorts, working out on treadmills in a gym. Below the image, the text "Do you like going to the gym? Why?" is displayed in a large, black, sans-serif font. The slide is part of a presentation named "lesson 4 pre-debate" and is the third slide of five. The interface includes a ribbon with tabs for Inicio, Insertar, Diseño, Transiciones, Animaciones, Presentación con diapositivas, Revisar, and Ver. The status bar at the bottom indicates "Diapositiva 3 de 5" and "Español (España)".

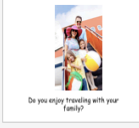
lesson 4 pre-debate

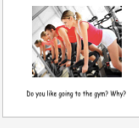
Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Ver

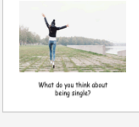
Compartiendo captura... Un vínculo a tu captura de pantalla se copió en tu p... Cerrar

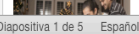
Mostrar en Finder Contorno de forma

1  What do you think about being pregnant at a young age?

2  Do you enjoy traveling with your family?

3  Do you like going to the gym? Why?

4  What do you think about being single?

5  Haga clic para agregar notas

Diapositiva 1 de 5 Español (España) 98%

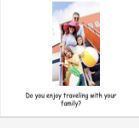
What do you think about being pregnant at a young age?

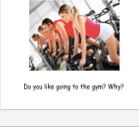
lesson 4 pre-debate

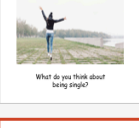
Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Ver


Compartiendo captura... Un vínculo a tu captura de pantalla se copió en tu p... Cerrar

Mostrar en Finder Contorno de forma

2  Do you enjoy traveling with your family?

3  Do you like going to the gym? Why?

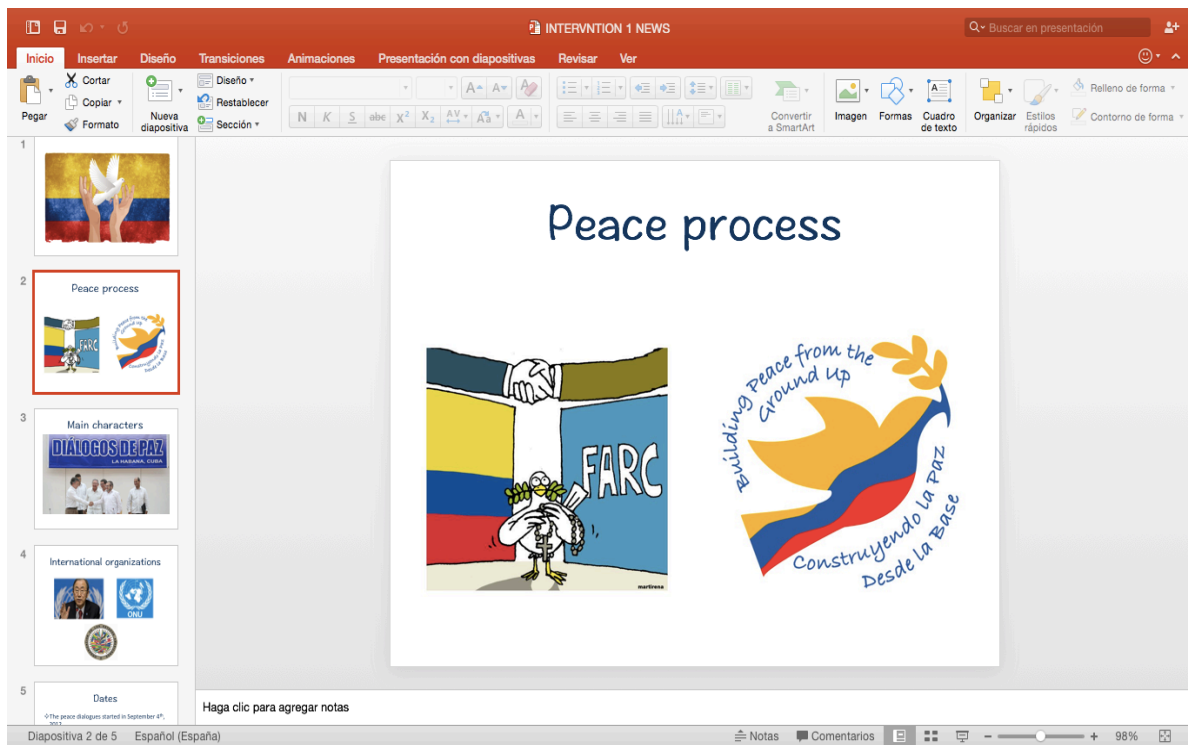
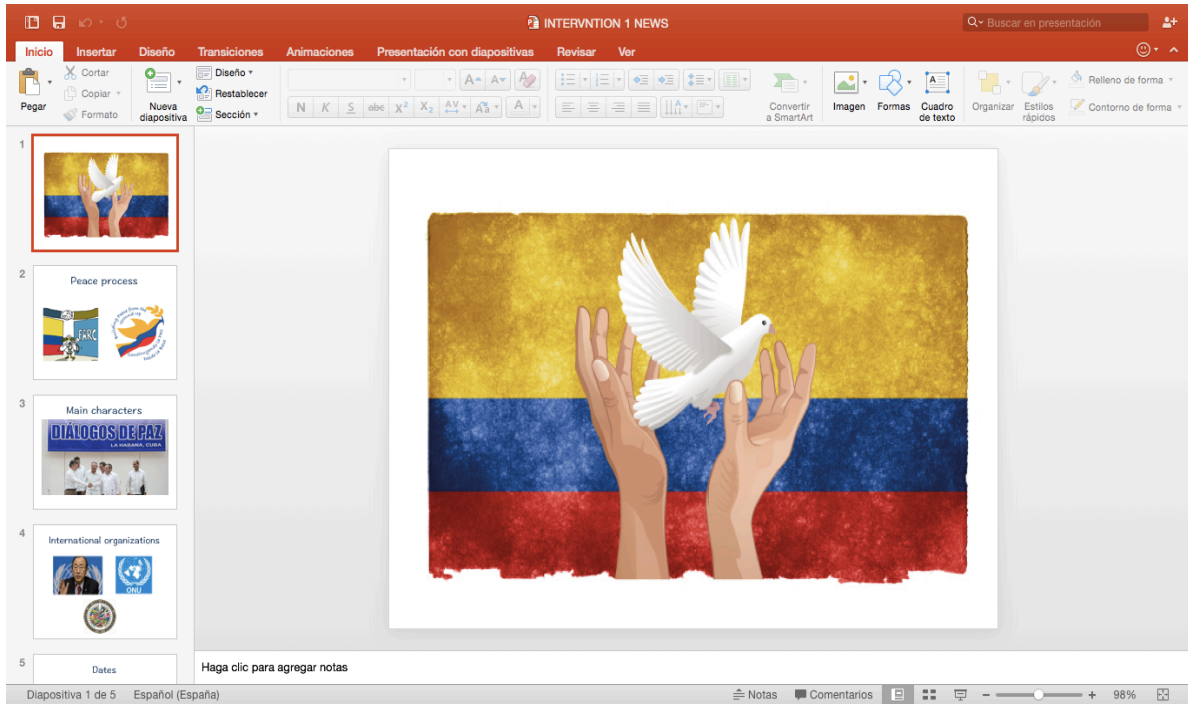
4  What do you think about being single?

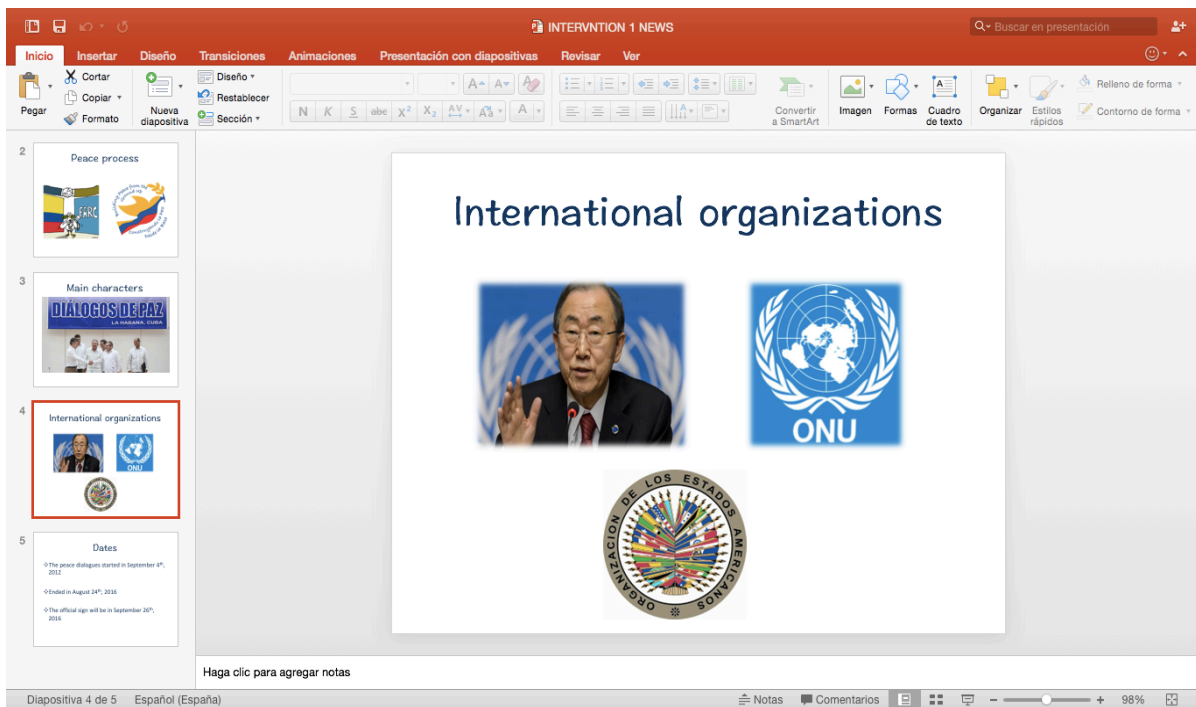
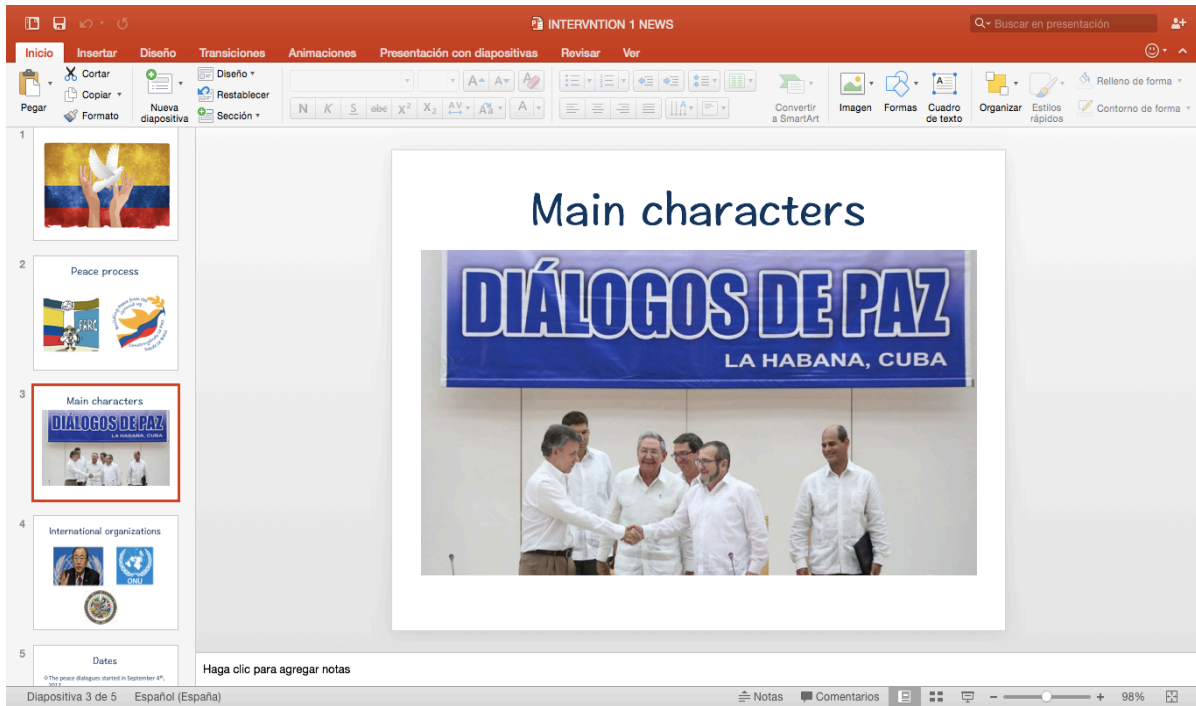
5  Do you like Christmas? What do you usually do in Christmas time?

Haga clic para agregar notas

Diapositiva 5 de 5 Español (España) 98%

Do you like Christmas? What do you usually do in Christmas time?





Appendix T: Students and School' Pictures





